DOCUMENT RESUME

ED 204 646 CG 015 260

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|---|---|
| AUTHOR | Hansen, L. Sunny; And Others |
| TITLE | Project BORN FREE: Training Packet to Reduce Sex-Role Stereotyping in Career Development. Elementary Level. |
| INSTITUTION | Minnesota Univ., Minneapolis. Coll. of Education. |
| SPONS AGENCY | Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program. |
| PUB DATE | 80 |
| GRANT | 565AH70023 |
| NOTE | 559p.; For related documents, see CG 015 259-273, ED 193 591-596 and ED 150 493-495. |
| AVAILABLE FROM | Education Development Center, 55 Chapel Street, Newton, MA 02160. |
| EDRS PRICE | MF02 Plus Postage. PC Not Available from EDRS. |
| DESCRIPTORS | Career Choice; *Career Development; Change Strategies; Elementary Education; Group Dynamics; *Intervention; Resource Materials; School Personnel; *Sex Role; *Sex Stereotypes; *Socialization; *Training Methods; Workshops |
| IDENTIFIERS | *Project BORN FREE |

ABSTRACT

This guide is part of the Project BORN FREE training series for teachers, counselors, administrators, and parents, designed to increase their awareness of children's career development. The materials contain a set of independent learning strategies which combine to provide an intervention model for use at the elementary school level. Facilitator instructions, the group process, the change process, and evaluation methods are detailed. The six chapters define objectives and methods for facilitating career development, and outline a curriculum. Several uses for the training packets are suggested including inservice workshops, staff development, and classroom presentations. A sample workshop and course designs are presented as well as a summary of the literature review. (Author/KMP)

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# Project BORN FREE Training Packet to Reduce Sex-Role Stereotyping in Career Development

## Elementary Level

by

L. Sunny Hansen, Doug Pelcak,
Gerri Perreault, and Dolores Dege

With contributions by
Chet Oden, Sue Hendrix,
and Field Site Staff

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CG 015260

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For their special contributions to the original materials and learning strategies in the Elementary Training Packet, we wish to acknowledge the following elementary field site staff:

Donna Anderson - Harley Hopkins Elementary School, Hopkins, MN
Marilyn Leaf - Harley Hopkins Elementary School

Joan Binkowski - Lincoln Elementary, White Bear Lake, MN
Clare Hibbard - Lincoln Elementary

Louise Locketz - Career Education Center, St. Paul School, St. Paul, MN
Juanita Morgan - Career Education Center

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The activity which is the subject of this report was produced under a grant from the U.S. Department of Health, Education, and Welfare, Office of Education, under the auspices of the Women's Educational Equity Act. Opinions expressed herein do not necessarily reflect the position or policy of the Office of Education or the Department, and no official endorsement should be inferred.

Printed and distributed by Education Development Center, 1980, 55 Chapel Street, Newton, Massachusetts 02160

# PREFACE

A federally funded two-year project to reduce sex-role stereotyping in career options at all educational levels, BORN FREE represents the work, involvement, and commitment of an unbelievable number of people. It has been a shared effort of about 100 dedicated University and field-site staff members working part-time in their own institutions. First-year focus was primarily on materials development, with the second year devoted to completing field testing and revising the materials, with each of 14 BORN FREE teams carrying out an implementation plan in their own institution in Minnesota.

Three training packets and nine color videotapes have been developed over the past two years to increase the awareness of teachers, counselors, administrators, and parents of the ways in which they consciously and unconsciously inhibit or facilitate career options for children, youth, and adults. These print and videotape materials are intended to be used in inservice workshops and staff development programs at elementary, secondary, and postsecondary/higher education levels. Combined with a number of content and process reports, they represent an attempt to provide a set of multimedia materials based on a theoretical framework of career development, sex-role socialization, collaborative consultation, and change process. They also reflect a field-test design in which the materials were tried out in participating schools and colleges and subsequently revised based on the feedback received. Many of these materials have been a part of the implementation plans of the schools and colleges involved. These are K-12 School Districts of White Bear Lake, Hopkins, and St. Paul; 916 Vocational Technical Institute and Lakewood Community College in White Bear Lake; Normandale Community College in Bloomington; Augsburg College in Minneapolis; and the College of Liberal Arts Career Planning Office of the University of Minnesota. The project is housed in the Counseling and Student Personnel Psychology Program of the College of Education, University of Minnesota.

The three training packets have gone through considerable development. First, objectives related to the career development conceptual framework were identified, with teams creating learning activities linked to them. These strategies were first field tested in the 1977 BORN FREE Summer Institute, followed by extensive field testing and revision the second year. They were further field tested in the 1978 BORN FREE National Institute. Attempts have been made to integrate the various parts of the project into these packets--the career development framework, the sex-role socialization literature review, the nine videotapes, and the change process evaluation model.

This packet is intended to be used primarily with educators and parents at the elementary level, but ideas can be adapted for use at other levels. Because staff members have shared their ideas freely with each other, some activities appear in more than one packet (especially the material on change process). Many of the activities in this module were created by our BORN FREE staff, with modifications made following field-test evaluation. Some have been adapted from other sources, and where this has occurred, credit is given. In a few instances, the original source was unknown and could not be traced.

Besides the print materials, which have been field tested in workshops in various educational institutions, a set of nine color video cassettes also has been developed. These are based on developmental themes drawn both from the literature review completed for the project and from the clinical observations of field-site teams in their own institutions. Because the technical production on these was not completed in time for our field test, extensive evaluation data are available only on Videotape No. 1, "BORN FREE: A World of Options." Learning strategies based on the tapes have been incorporated into each packet. A Video Viewers' Guide for leaders also accompanies each tape.

These training packets are intended to stand alone but assume some knowledge of counseling, career development, sex-role socialization, and change process on the part of workshop leaders. It is expected that the materials will be most effective if used by leaders who themselves have completed some BORN FREE training. In addition, it is important that users have as part of their resources the related BORN FREE training materials. Besides the nine videotapes and viewers' guides, these include the Selected Review of the Literature on Career Development and Sex-Role Stereotyping for the particular educational level (elementary, secondary, postsecondary/higher education); the evaluation reports on the BORN FREE Summer Institutes (state--Keierleber, 1977, and national--Penn, 1978); and the change process reports, Evaluation of Educational Change Process in Project BORN FREE Institutions (Keierleber and Hansen, 1978; Krusemark, 1978) and Case Summaries of the Educational Change Process in Project BORN FREE Institutions (Keierleber, 1978). In fact, materials from these sources have been integrated into the training packets and are essential to utilizing some of the learning strategies. A complete list of these materials is printed at the end of this packet.

It would be impossible to acknowledge by name all who have made contributions to a project as huge in scope as Project BORN FREE. Thanks must be expressed, however, to the 100 University and field staff (their names are on the title page and inside back cover) who went far beyond the time allocated and literally engaged in a "labor of love" to bring the materials to completion; to the 14 institutions (also named on the back cover) and their administrators and faculty without whose cooperation this effort would not be possible; to the more than 150 individuals--teachers, professors, students, counselors, parents, administrators, others--who consented to share themselves and their ideas as part of the videotapes; and to the project assistants, administrative assistants, level coordinators, and others whose leadership has been so vital to this collaborative effort.

There are a few who deserve special mention. Much credit must be given to Gerri Perreault, who as administrative assistant and module coordinator created the "Fact Pack" and creatively assisted and persisted in bringing all the packets to completion. A special word of thanks must be expressed to Doug Pelcak, who proved himself an able assistant and a dedicated professional over the two years in taking on numerous tasks beyond those originally defined. Appreciation is expressed to Chet Oden, the first-year elementary coordinator, for his efforts in trying to achieve BORN FREE goals at the elementary level. Appreciation is also expressed to Dolores Dege, who as general project assistant in the second year assisted on video scripts, coordinated the Video Viewers' Guides and assisted in revision of the introductory material of the training packets. All University staff contributed to the writing of the videotape learning strategies. Among field-site staff, Pat Olsson was especially creative in developing learning strategies, particularly guidelines for an implementation plan. Administrators who have especially facilitated BORN FREE in their districts are Dr. Robert Ash, Dr. Frank Brendemuehl, and Dr. Virginia Flores.

Besides those who actually have done the writing and other work on these packets, there are several individuals who have been working behind the scenes on other parts of the project or as support personnel. Not the least of these is Beverly Mills-Novoa, administrative assistant, who has carefully attended to communication, management, staff morale, report writing, public relations, and administrative planning in order to get the tasks done, as well as editing a high quality BORN FREE newsletter. Phyllis Kragseth, media specialist, has given much time, dedication, and talent to the monumental task of developing the nine videotapes over the two years and deserves special thanks. Dennis Keierleber proved to be an extremely competent process evaluator in the first year. He provided valuable raw and interpretive data on evaluation of the 1977 Summer Institute and the process of implementing educational change. Sue Warsett, product evaluator, was persistent and thorough in evaluating the learning strategies, tapes, and packets throughout the Project. Fred Krusemark, who joined the staff the second year, provided valuable help on process evaluation in the field sites as well as creating important evaluation instruments. Phillip Penn assisted on computer analysis and had major responsibility for the evaluation report of the 1978 National Institute. Shelly Heck proved to be a versatile script assistant, photographer, and production assistant on the videotapes, as well as an expert typist and organizer.

To help with the overload of work, we were fortunate to have the supplemental help of Project assistants Joan Duke, Hope Young, and Keven Murphy. We are grateful to senior secretary Linda Emery for her competent organization and management of budget and office. Special thanks are due secretaries Betty Jo Johnson, Terry Roiger, Cathy Dingley, Esther Wittenberg, and Jeanne Getty for their skillful typing of several drafts of this manuscript. Jo Zimmar of the faculty secretarial pool, and Sue Bohnenstingel, secretary in CSPP, facilitated getting much of the typing completed. Karen Nelson and Sue Johnson also assisted with administrative details in the first year. These credits would not be complete without acknowledging the fine cooperation and excellent service provided by Warren White and the University Central Duplicating staff who came through on several tight deadlines.

Several persons outside the University staff also made helpful contributions to BORN FREE. Gloria Kumagai and staff of the minority women's project ("Integrating Cultural Diversity into Non Sex-Biased Curriculum") of the St. Paul Schools provided suggestions for us to more adequately integrate racial, ethnic, and economic class concerns. Thanks are due the several reader consultants who critiqued the training packet and offered constructive advice: Dr. Louise Vetter, The Ohio State University; Christine Carr, Minneapolis Public Schools; Fred Wall, Hudson, Wisconsin, Schools; Susan Edwards, Tempe, Arizona; and Barbara Morneau, Forest Lake Schools. While appreciation is expressed to all who have contributed, the views expressed are the responsibility of the authors.

Many persons and institutions gave us permission to use their articles or other materials in this packet. To all of them we are most grateful, for we believe the reprints make the packets richer and more self-contained.

We also wish to acknowledge Arnold Walker, Chuck Kundschier, Scott Constans, and the rest of the University Media Resources staff for technical production of the nine videotapes; Dr. Richard Davis and the Instructional Systems Resource Lab for technical assistance and support; Dr. Maynard Reynolds and Marilyn Gorlin of the University Psychoeducational Studies Department; the Higher Education Program and the Dean's Office, College of Education, which has provided space, facilities, and budgetary help; the Counseling and Student Personnel Psychology faculty and students for their kindness and support; and those many unnamed individuals who are committed to the goals of BORN FREE--to Build Options, Reassess Norms, and Free Roles through Educational Equity. Most of all, thanks is expressed to Dr. Joan Duval and the Women's Educational Equity Act Program (WEEAP) staff in Washington D.C., who made this work possible. Carolyn Joyner, WEEAP's project monitor for BORN FREE, was especially attentive to our needs.

A final comment must be made about the people who have done so much to bring the BORN FREE training packets and videotapes to closure and to begin the process of reducing the barriers to career development in educational institutions. They have done a monumental job. Due to limits of budget, the field-site staff were released only three half-days per month to help develop materials and implement BORN FREE in their institutions. In the first year the University staff consisted of 17 persons, most of whom were working quarter-time as Project assistants, the rest of the time as full-time graduate students. In the second year the staff was reduced to 12 persons, all but the secretary employed only half time. Again the staff consisted primarily of graduate students in Counseling Psychology, Higher Education, and Speech and Communications, who were concurrently taking preliminary exams, doing internships, writing theses and dissertations, and attending to the other parts of their lives. The task has not been easy. But it is a tribute to their competency, their good will, their persistence, and their dedication to the common cause of sex equity for all that they have accomplished so much in so short a time. To all of them, and especially to Beverly Mills-Novoa and Gerri Perreault for their loyalty, selflessness, and continuing support, I wish to express a very special thank you.

BORN FREE is more than a project; it is an ideal and a process and a goal to be achieved. Among those aspects of the project we hope would be imitated are the meaningful relationships we have established between the University staff and field-site staff in cooperating institutions, as well as the formal and informal networks of BORN FREE people created through the local workshops and the National Institute. Our formal efforts are only a beginning; those who use these materials and attempt to make changes in their attitudes and practices as educators or in their behavior as parents are the ones who will really determine whether boys and girls, women and men eventually will be able to choose more freely from an expanded range of career options as a result of Project BORN FREE.

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## I. WHAT IS PROJECT BORN FREE?

Project BORN FREE is a training and development program, funded under the Women's Educational Equity Act, U.S. Office of Education, designed to reduce stereotyping which limits career decisions for boys and girls, women and men. It is a multidimensional effort to intervene in educational institutions to help reduce career-related sex-role stereotyping and expand career options.

It is a concept based on the idea that both women and men face barriers in their career development because of stereotypic attitudes about sex roles.

It is a process of helping faculties in educational institutions engage in self-examination and identification of the best strategies to achieve BORN FREE goals.

Project BORN FREE represents the work and commitment of many people. Although housed at the University of Minnesota, it is truly a collaborative effort of nearly one hundred staff members, consisting of Project Staff at the University (external consultants) and field-site staff (internal consultants) working in fourteen separate educational institutions from kindergarten through postsecondary/higher education (see inside back cover for names of participating individuals and institutions).

Through cooperative staff efforts, a set of materials has been developed for use in in-service workshops and in staff development programs at elementary, secondary, and higher education/postsecondary education levels, and for adaptation to classroom use. By making teachers, professors, counselors, administrators, and parents more aware of the ways in which they consciously and unconsciously inhibit and/or facilitate career decisions of youth and adults, it is expected that educational systems will be more supportive of expanded options based on individual needs and talents.

The shortened title of the Project, BORN FREE, is an acronym which expresses exactly what the Project is about: to Build Options, Reassess Norms, and Free Roles through Educational Equity.

BORN FREE is unique in that it is built on both a content and a process theoretical framework. The materials are based on the Minnesota Career Development Curriculum (the CDC), which defines career as a continuous, lifelong, person-centered process of developmental experiences. The concept focuses on self-direction in educational/vocational/lifestyle options and includes not only the work role, but the integration of work roles with other life roles. It assumes that individuals make decisions about work and family over the entire life span (Tennyson, Hansen, Klaurens, and Antholz, 1975).

The materials are based, also, on a belief that educators and parents can engage in strategies and interventions which will help girls and boys, men and women have a wider variety of life career options. Two major models of change have contributed to this belief: The Change Agent's Guide to Innovation in Education (Havelock, 1973), and the Rand Corporation model for evaluating change process in federally funded innovative programs (Mann, 1976).

A hypothesis of career socialization is advanced which suggests that women and men are socialized to choose or to not choose certain educational, occupational, and lifestyle options; and that this subtle socialization process begins during the preschool years and continues into adulthood.

The University staff found ample support for this hypothesis through an extensive review of literature for three educational levels (see "Summary of Elementary Literature Review" section) and through "systems diagnoses" or analyses of each participating institution. Field-site staff at each building site provided additional evidence of the need for Project BORN FREE through clinical observations and needs assessments. Development teams sought to identify what seemed to be the most cogent evidence of results of career-related sex-role stereotyping in educational institutions.

Results of the literature review and the institutional analyses became the data base for the development of training materials. Thus, the materials are based upon (1) a theoretical concept of career development, (2) a collaborative model of university-practitioner consultation, and (3) a change-process model of systems intervention.

The results of the three literature reviews are available from Project BORN FREE, along with the set of three training packets of learning strategies for intervention at elementary, secondary, and higher education/postsecondary educational levels. A set of nine half-hour color videotapes and other related printed materials is also being disseminated (see "BORN FREE Products and Publications" section). The videotapes can be used in conjunction with the training packets to expand the audience's awareness of career inhibitors and facilitators through interviews with a wide variety of individuals, representing many different lifestyles and careers. Learning strategies using the videotapes have been included in the packets. The Video Viewers' Guides will aid workshop leaders in using the tapes and provide questions for discussion.

## II. WHAT ARE THE TRAINING PACKETS?

Three packets are available, for use in elementary, secondary, and postsecondary settings. Each packet is a set of independent learning strategies which combine to provide an intervention model appropriate for use with educators and parents at each level. The strategies may be used individually, or parts of the total packet may be used as the format for a workshop or an intervention process. Some strategies are included in more than one packet, because they are appropriate for more than one developmental level.

Each packet is structured by utilizing a set of general goals which were developed from the career development conceptual model, the review of literature, and the needs assessments for that developmental level. Subordinate to each goal are sets of objectives designed to implement different aspects of the goal and learning strategies to carry out the objectives. In certain instances, a strategy has gone through so many modifications over time that the original source is unknown.

Workshop leaders will select strategies appropriate to their audience and their workshop goals. For a two-hour workshop, strategies designed to increase awareness of limits on career choices would be appropriate. Longer workshops might attempt to change behaviors and attitudes and/or to create and implement change in the participants' home institutions. The strategies may be used individually or in combination, to fulfill whatever objectives are deemed essential for the particular target population. It is hoped that they will be used in one-, two-, or three-day workshops and/or in five- to ten-week in-service courses, for college credit and for personal growth.

## III. HOW DO THE PACKETS WORK?

### Code System

Workshop audiences vary on many dimensions, and it is important to have a proper match between the target audience and the learning strategy. For that reason, we have rated the strategies along four important dimensions: (1) parent or educator appropriateness, (2) trust level, (3) career development awareness, and (4) sex-role awareness. Note: A code system notation is located in the upper left corner of each strategy. For your convenience, a summary of the code meanings also appears on the inside of the front cover.

P-E = Parent/Educator Appropriateness. These designations are based upon the field testing which indicated that some strategies are more effective with one group than the other and upon the judgment of the authors. The designations are only suggestions. Actual use with any group would be at the discretion of the leaders, based upon their analysis of the specific audience.

P = especially effective with parent groups
E = especially effective with educators
P-E = equally effective with either group.

TL = Level of Group Trust Required. The learning strategies require varying levels of personal involvement and self-disclosure. The strategies range from those that can be used with a group that has a fairly low level of openness and trust to those strategies which expect the group to have a high degree of group trust, openness, and willingness to share.

TL-L = strategy can be used with a group that has a low trust level
TL-M = group needs to have a medium trust level
TL-H = group needs to have a high trust level

CD = Level of Awareness of Career Development Concepts and Issues. Many of the strategies can be used with people who have a limited background in career development. A basic awareness of the Career Development Curriculum (CDC) model is considered a prerequisite for all workshop leaders as background perspective. Creating awareness of ways in which career options are limited by sex-role socialization is the goal of the packets at every level. Increasing knowledge of ways to facilitate expanded career options is another goal. Audiences need to be aware that career development is a lifelong process instead of a one time choice. Career options are influenced at every stage of a person's development at home, in school, and at work.

Workshop leaders should make a special effort to be aware of restraints on career development due to race, economic class, age, and physical or mental disability. The authors have tried to integrate the concerns into the learning strategies but believe that workshop leaders might need to be reminded to be aware of the conditions and experiences of people different from themselves. Workshop leaders should also be aware that a person's particular family history may make her/him less willing to talk about his/her own career development and career history.

CD-L = strategy can be used with a group with a low level of awareness of career development concepts and issues
CD-M = group needs a medium level of career development awareness
CD-H = group needs a high level of career development awareness

SR = Level of Awareness of Sex-Role Issues. People vary widely in their perceptions of and attitudes toward sex bias in our culture. What one person perceives as sex-role bias may be defined differently by another, and what may be very controversial to one group may be quite basic to another. Although the strategies have been rated on low, medium, and high awareness levels, it is important that the leaders be sensitive to the needs of each particular group. If a group has a particularly low level of awareness and trust, even the strategies designated as "low threat" may be very risky to that group. In general, most of the materials and the general approach of BORN FREE are considered to be low key and moderate in their approach to sex-role issues. Groups highly sophisticated in sex-role issues might find the packets at a level below their awareness.

SR-L = strategy can be used with a group that has a low level of awareness of sex-role issues
SR-M = group needs a medium level of awareness of sex-role issues
SR-H = group needs a high level of awareness of sex-role issues

### Learning Strategy Terms

The packets use a code to explain the terms used in each learning strategy. Roman numerals indicate the goals, capital letters indicate the objectives, and Arabic numerals indicate the learning strategies, in an ordinal fashion. Therefore, VI.B.3. means the sixth goal, the second objective under that goal, and the third strategy which can be used to achieve that objective. This code is further explained below.

Goal. In general, a goal means the end purpose, or the achievement toward which the effort is directed. The term is used extensively throughout the packets to designate the broad significant outcomes expected from the strategies. Each goal may have several objectives.

Objective. The specific outcomes or overt changes that are expected to result from participation in the learning activities are called the objectives.

They tell explicitly what the learners will be doing when they display their learned skills, concepts, habits, and attitudes. An objective may be included under more than one goal.

Learning Strategy. This term is used to refer to the entire individual unit of learning which consists of the goal, the objective, and the specific activity designed to achieve the goal and objective. It also refers to the set of procedures within each particular learning strategy.

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Time Required. The minimum amount of time needed for completion of the specific strategy is given. Time requirements vary between individual strategies and according to the specific application. If used as a complete package, each packet would require at least sixty hours of completion.

Resources Needed. This section lists materials the workshop leaders will use to implement the learning strategies. Handouts to be used by all participants in the strategy are reprinted for duplication and use by workshop leaders. Attached articles are included for the workshop leaders' background information and sometimes for the participants' use. Other background references helpful to the workshop leaders are cited.

Outcome Criteria. These offer potential standards by which workshop leaders can evaluate whether the learning strategies' objectives have been met. Many workshop leaders have found it effective to require journal writing by participants when a sequence of strategies is used. When a strategy's outcome criterion mentions "reflecting in journals," it is referring to that sort of journal writing in an ongoing workshop.

## IV. WHO CAN USE THE BORN FREE MATERIALS? SOME CRITICAL ASSUMPTIONS

In developing these training materials, staff made some critical assumptions about their use. The first assumption is that BORN FREE workshop leaders will use their knowledge about their target populations and choose strategies accordingly (see "How do the Packets Work" and "Intended Audience" sections).

The second assumption is that workshop teams will consist of both a male and a female leader (see "Workshop Leaders" section).

The third assumption is that workshop leaders will have communication skills, counseling skills, and group process skills which will enable them to facilitate harmonious interaction within their workshop groups (see "Group Process" section). A basic knowledge of career development is also assumed.

The fourth assumption is that workshop leaders will have some knowledge of change process, i.e., how to bring about change in systems, how to integrate planned change into the content area of career development and sex-role stereotyping, and how to deal with resistance in groups and in systems (see "Change Process" section).

The fifth assumption, which is reflected in the designated outcome criteria for the learning strategies contained in this BORN FREE training packet, is that leaders will need to evaluate their use of these materials (see "Measuring Results" section).

These assumptions are critical to achieving success with BORN FREE materials. Though it is not expected that one workshop leader will have all the requisite skills and experience, it is expected that workshops will be planned as team efforts, and that appropriate leaders will be selected so their strengths and weaknesses balance each other.

## The Intended Audience

It is intended that these learning packets be used primarily with parents, counselors, instructors, and administrators in educational settings. The materials can be used in training sessions or workshops with a wide range of settings and populations. Some suggested educational uses are: college faculty; departmental office staffs; student activity advisers; residence hall counselors; academic advisers; college counselors and student personnel workers; school resource and guidance staffs (e.g., counselors, SLBP teachers, nurses, and speech therapists); subject departments within schools and within school districts; parent workshops sponsored by PTA or at school-sponsored parent nights; administrators' workshops; and school board workshops.

Although the learning packets were not developed for students as a target population, some of the learning strategies may be adapted for use in the classroom. The strategies in the elementary and secondary education packets can be modified to use with students. In addition, both packets contain lists of practical resources in which student-oriented activities may be found. The materials in the higher education/postsecondary packet can be used with students at that level with little modification.

The packets are intended to raise personal awareness and to provide intervention strategies at three broad educational levels. It is important, also, to consider the unique characteristics of each target population and to select strategies most appropriate for the particular group. A brief discussion of considerations for some specific educational groups follows:

Teachers. Learning activities emphasizing curriculum, analysis of texts and materials, influence of books and media, career development concepts and methods, and personal awareness (for both students and adults) might be used. Teachers often are especially interested in practical "how-to" materials which they can adapt for use in their classrooms.

Counselors. Learning strategies which emphasize affect, self-concept, personal awareness (for both students and adults), change process, guidance materials, and career development concepts, programs, and methods would be appropriate. Counselors need to be encouraged to provide leadership in the creation and implementation of comprehensive career development education programs. Counselors especially need to be exposed to materials which might help them become aware of their own sex biases in career counseling. They need assistance in identifying sex bias in guidance materials (tests, inventories, student records, career guidance resources, guidance kits, films, tapes, etc.).

Administrators. Learning strategies which stress individual career development, staff development, career development concepts and programs, the legal implications of sex discrimination and bias, cognitive information, documentation of the need for attention to career options and sex roles, program development, educational and occupational opportunity, the change process, and ways of dealing with staff resistance might be used.

Professors. Professors may need to be convinced that there is a problem and that they consciously and nonconsciously limit career options of students in higher education settings. Because college and university faculty tend to value cognitive and intellectual pursuits, presentation of the evidence on sex-role stereotyping and career decision making of college students may be the most effective strategy to use. The findings of Project BORN FREE's higher education/postsecondary literature review provide convincing data on direct and subtle discrimination in college settings and the need for change. The best evidence available, supported by theory and research, should be presented to higher education faculty members. They may also respond to selected videotapes.

Parents. With parents, learning strategies could be used that stress personal awareness, past socialization to choose or not choose certain career options, and ways in which parents and other family members facilitate or inhibit career development of their children. The most relevant strategies would be those that help parents examine their own behaviors and attitudes in child-rearing practices, including family rules regarding watching television and using other media. Differences in attitudes and expectations which result from membership in minority cultures should be considered and discussed. The consequences of the acknowledged developmental stereotyping on children's opportunities and on their ultimate choices need to be stressed and documented. Parents need to become aware of the conscious and unconscious messages they give their children about what they can or cannot do. They need some examples of attitudes and behaviors which expand rather than limit career options. They also need to learn effective ways to have an impact on their children's educational institutions.

The materials may seem to be more oriented to educators than to parents. However, most of the activities are adaptable for adults in general and for a variety of parent groups. The workshop leaders can assess the awareness level of the parents in the group and choose appropriate strategies.

## The Extended Audience

The BORN FREE training materials could be adapted for many other uses, in addition to educational purposes. Community agencies, mental health centers, state department personnel, community education programs, business and/or industrial personnel education and training programs, and career-planning programs could adapt the BORN FREE materials for their use.

The BORN FREE staff concentrated their efforts on sex-role stereotyping but tried to include, where possible, references to other kinds of stereotyping that limit career decisions. Race, age, physical or mental handicap, marital status, socioeconomic class, and affectional/sexual preference are some of the stereotypes sometimes used to limit career options. It is intended that the materials can be adapted to combat these and other stereotypes which limit choices for men and women, girls and boys.

## V. WORKSHOP LEADERS

During the development of the BORN FREE materials, and later during the field testing, leadership teams composed of a man and a woman were found to be the most effective. This model reinforces the idea that the Project is concerned about career options for both women and men. It gives the leadership team an opportunity to model some of the behaviors and attitudes they expect from workshop participants.

In addition to the favorable influence of having a male/female leadership team, there are other factors which affect the success of a workshop. Openness to any and all contributions from members of the group and avoidance of the tendency to evaluate the contributions will increase disclosure and trust. Leaders should be aware of and in control of their own hidden biases and should avoid using "red flag" words that might trigger unwanted responses from the audience.

Anxiety about performance will limit the leadership resources. Confidence in BORN FREE materials and in the team's own leadership abilities will improve the workshop. More important than what is said is the interaction with the group. Guide--don't direct. Adjust--don't anticipate. Personalize--don't distance. React to the moment, instead of trying to fulfill a preconceived script, to increase flexibility and effectiveness.

## VI. GROUP PROCESS

The following behaviors and skills are important ones for group facilitators to have. While this is not intended as an exhaustive list, it mentions a number of important group process issues which must be addressed in conjunction with the content issues stimulated by the strategies. Both process and content must be considered by the leaders throughout the workshop or presentation.

To enhance the desired interaction between group members during the strategy, the workshop leaders should:

1. Model direct communication
    a. express selves clearly and concisely
    b. listen attentively
    c. attend nonverbally to group members (e.g., maintain eye contact)
    d. give direct feedback
    e. make "I" statements which reflect statement ownership
2. Facilitate interaction among group members
    a. help maintain focus of the conversation by making appropriate interventions
    b. clarify and summarize

    c. redirect comments to group members
    d. reinforce desired behaviors

3. Attend to different levels of group process

    a. overall group level issues (entire group)
    b. interpersonal issues (two or more persons)
    c. individual issues (one person)
        — observe and interpret
        — clarify goals

Because of the personal nature of some of the BORN FREE material, some thought as to the most relaxing method of presentation will help to promote discussion. A "small-group" atmosphere is possible, even with large numbers of people, if the participants are encouraged to discuss issues in groups of six to ten. The arrangement of chairs in circular rather than straight rows, plus an invitation to move closer to the front of the room rather than sit scattered about a large space, will facilitate interaction.

Familiarity with the techniques used in the strategies is essential for effective presentation. Some of the most commonly used techniques are described here:

## Small-Group Discussion

Breaking a group of participants into small groups of five to eight persons to discuss the topic will enable all members to actively participate in the dialog. When a topic is stressful, small-group discussion will enhance disclosure from members who might not talk in the large-group atmosphere. Depending upon the purpose of the group and the skills of its members, the leaders may assign discussion leaders to each small group, ask each group to choose a facilitator from within the small group, or leave the group unstructured.

## Reporting

When discussion groups meet to process the activity or to devise lists of experiences or information, it is helpful to have one person act as "scribe" to record all the information produced in the group, and to report back to the large group a synthesis of the small-group information. After reporting, the scribe may wish to ask for additions or revisions to the report from other small-group members.

## Fishbowl

This involves having two to eight members of a larger group work together to model an activity or to work through an issue. The small group sits together in the center of the room, and members of the larger group sit around them on all sides, observing the interaction. After a predetermined amount of time has passed, the activity is discontinued, and the large group discusses what they observed happening in the interaction. The process can be repeated until all participants have been in the center.

## Role Playing

Sometimes the most effective way to predict what will happen in a situation is to pretend it is happening, acting it out as though it were the actual event. In a role-play situation, members of the group take the parts of the people involved in the expected interaction, and the rest of the group become the audience, watching the role play and critiquing the action afterward. Doing the role play will increase understanding of new skills, give practice in interpersonal interaction, and reduce apprehension about the actual event.

When using a role-play situation in the workshop, the team leaders should:

1. Set the scene properly, with adequate description of the situation.
2. Be sure each role player understands the role he/she is to play.
3. Be sure that the players know that there is a time limit and that the scene will be cut off even though it might not be completed.

The object is to learn skills, rather than to settle issues. The scene should run long enough to supply data for discussion but is not long enough to run to its logical conclusion.

Members of the group can be working on a real issue or on a hypothetical one. They may take roles that they will actually have in some future interaction or they may take imaginary roles in an imaginary interaction that will help teach a desired skill. The dialog will be impromptu, although it may at times seem very real.

When the scene is ended, let the role players be the first to react to their experience. Then, ask the entire audience to describe what they saw happening, how it might have been different, and how they felt about it.

## Brainstorming

This is a technique that is used to bring out new ideas from a group. It merely means that the members of a group randomly suggest ideas, and one member acts as scribe, writing the ideas down as they are suggested. The ground rules are that anything that is said is written down, no matter how crazy or unworkable it might be, and no criticism of ideas is allowed.

As the ideas are verbalized, they may not be challenged or restricted. They will be built upon, as other members of the group pick up the ideas they hear and think of things to say that relate to what has been said before.

It is important that the members of the group realize that they are not to criticize what is being suggested. The purpose is creativity of thought, and after the group has run out of ideas, or after a predetermined time has elapsed, the group can cull the ideas for the best ones. During the brainstorming session, no rejection of ideas is allowed.

In conducting a brainstorming session, the team leaders should:

1. Be sure the group understands the topic they are to brainstorm.
2. Be sure someone is planning to write things down.
3. Be sure the members understand that there will be no criticism of ideas. If anyone starts a debate during the session, cut it off.
4. Encourage the free flow of divergent ideas.
5. Keep the group on topic, and end it at the appropriate time.

### Summarizing

When the group reaches a pivot point in the experience, such as a new activity within a strategy, completion of a strategy, or a coffee or lunch break, it is important to recap what has happened. This summary by the workshop leaders serves to refresh the memory of the members, to structure the learning process, to point out subtle meanings, and to tie the whole process to the goals of the individual learning strategies and/or of the workshop. The summary is a short but effective technique for enhancing understanding and maintaining group process.

### Journal Writing

This refers to the assignment of journal writing to participants in ongoing workshops. Self-awareness is engendered by having the participants write what they have perceived happening to themselves and to others during an activity, and how they felt about it. In the learning strategies, journal writing is sometimes indicated under "Outcome Criteria" by the incomplete sentence, "I learned that . . ."

## VII. CHANGE PROCESS

An integral part of BORN FREE is emphasis on process as well as content. Part of the training packet focuses on bringing about change in educational institutions. The goal of the materials is to help make the leaders and the participants effective change agents, in order to reduce sex-role stereotyping in their institutions.

Those trying to effect change need to be able to analyze their own institutions if they are to change them. Critical factors in this analysis are their own roles within the system, the communication patterns which exist, administrative support, the formal and informal power structure, the support groups, level of commitment, the decision-making style, and the climate for change in the area of career-related sex-role stereotyping. They also need to be able to anticipate resistance and the forms it will take, and learn strategies for dealing with resistance.

Change agents will need to combine change process skills with content skills, using counseling, consultation, and communication skills to build good relationships with those who are willing to work for change. The need to provide reinforcement and rewards is great. One of the basic questions in Project BORN FREE is how to bring about enduring change in educational institutions.

People have varying attitudes toward change and the need for it. There is a tendency to preserve the status quo. One of the motivations for change in attitudes toward career options and sex roles is the personal growth that can be experienced by participants. Most people accept the basic goal of education in our society--to promote the maximum development of each individual. While legal mandates such as Title IX give strength to such arguments, many individuals prefer the human development approach of BORN FREE as a basis for attitude and behavior change.

## Guidelines for Systems Change

Useful references for those who wish to know more about change process include Havelock's The Change Agent's Guide to Innovation in Education (1973), Blocher's "A Systematic Eclectic Approach to Consultation" (1975), and Dworkin and Walz's "An Evaluation Model for Guidance" (1971). The chart on pages 13-14 "Guidelines for Systems Change in Career Development Programs" presents three ways of looking at change process in career development programs.

## Dealing with Resistance

As workshop leaders attempt to use these module activities, a major variable to consider is the receptivity of the target population. Sex-role stereotyping is a threatening topic to many people because of either negative past experiences or lack of exposure to the issues involved. If the target population consists of voluntary and open participants, minimal diffiulty can be expected. However, if participation is involuntary and the participants lack openness to the ideas presented, a large amount of resistance may need to be dealt with. Sometimes a choice of words or language can increase or decrease the amount of resistance. BORN FREE has deliberately tried to avoid inflammatory or "red flag" language. While some individuals unfortunately react negatively to labels of affirmative action, Title IX, or sexism, the human development emphasis of BORN FREE may be more palatable. In general, phrases such as "expanding career options" are more positive than "eliminating sex bias." Terms such as "sex-fair teaching" and "sex-fair counseling" or "promoting sex equality" may be less emotion-laden than "reducing sexism." Stressing the sex-role stereotyping of both women and men also affirms the human development emphasis of Project BORN FREE.

Resistance can take many forms in a group. For example, a few participants may attempt to sabotage the leaders' efforts by making irrelevant or disparaging comments about the exercises or about other participants. Even a few such people may cause the atmosphere of an entire session to be filled with negativism. A vocal few can create a tone which influences the rest in a negative way. Resistance of this type may be expected in many of the situations in which these activities are used and will vary according to

## GUIDELINES FOR SYSTEMS CHANGE IN CAREER DEVELOPMENT PROGRAMS

### 1 Systems Guidelines*

Build a relationship with the system (internal or external consultant); analyze your position in the system.

Diagnose the system --preassessment (needs or cause of problem; why system needs changing).

Provide a strategy (potential solution to meet need); have a specific plan.

Analyze resources--existing and needed human and nonhuman resources (financial, physical, other).

Implement the strategy.

Assess the effectiveness of the strategy. How do you account for the change? How do you document the change?

### 2 Content Evaluation (Task)**

Analyze the population:
What is target population? For whom is program intended (counselors, parents, teachers)? What are their needs?

Analyze the setting:
In what kind of setting or environment is the program to operate?

Analyze the community:
What are the relevant needs and characteristics of the larger community in which the setting is located (parent values, business-industry opportunities, etc.)? Other agencies involved?

Analyze the objectives:
What are the objectives of your intervention or program, stated specifically and behaviorally?

Identify the methods:
What methods, media and materials will you use for developing and implementing your program?

### 3 Change Process Strategies (Maintenance)***

Be open, competent, responsible and available.

Build a support group of people who:
- are trusted, open, competent;
- have some power or status with the systems
- are risk takers or innovators; and
- communicate well with others.

Choose a strategy for change which is reasonable, feasible (not too big or a change too fast).

Choose an innovation that will not be too threatening to too many.

Anticipate resistance and the forms it will take (apathy, hostility).

Choose a strategy that has a good chance of succeeding--success breeds success.

Build a communication system in a variety of ways--person-to-person, coffee chats, feedback mechanisms.

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*Systems Guidelines adapted from R.G. Havelock, The Change Agent's Guide to Innovation in Education (Englewood Cliffs, N.J.: Educational Technology Publications, 1973).

**Content Evaluation adapted from Ed Dworkin and Garry Walz, "An Evaluation Model for Guidance," in D. Cook, Guidance for Education in Revolution (Boston: Allyn and Bacon, 1971).

***Change Process Strategies adapted from Alan Anderson, "Rules for an Internal Consultant" (University of Minnesota: College of Education, undated mimeo).

continued -- GUIDELINES FOR SYSTEMS CHANGE IN CAREER DEVELOPMENT PROGRAMS

| 1 Systems Guidelines | 2 Content Evaluation (Task) | 3 Change Process Strategies (Maintenance) |
|---|---|---|
| Provide for feedback into decision making, improvement, and redesign of plan for innovation<br>Provide for dissemination of results | Analyze the outcome: To what extent has each objective been achieved (process)? To what extent have your overall performance objectives been achieved (product)? | Seek both internal and external support (administrators, parents, students, faculty council) and obtain public commitment<br>Have alternative or back-up strategies and be prepared to negotiate<br>Provide incentives and rewards for participation<br>Constantly evaluate the process |

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differences in socioeconomic class, minority membership, and other such factors which affect the basic belief structure of the target population. The importance of effective group process skills becomes apparent in these highly sensitive situations.

In most cases, a group that is resistant to positive participation can be transformed so that the experience can be beneficial and growth-producing to all involved persons. In dealing with resistance in groups, the leaders can:

1. Try to reflect the resistant members' views and comments. That is, try to summarize and clarify the feelings of the resistant members involved in an active way. Through use of this technique, the resistant members will be more open because they know they have been heard. The trust level of the group may rise so you can effectively deal with the divergent points of view. Reflection will insure that all positions of the resistance are clarified so you won't be victimized by the presence of "hidden agendas." This is consistent with BORN FREE goals to help individuals respect and understand diverse positions and points of view.

2. Facilitate the expression of responses by all group members to the resistance encountered. Accompanying resistance within a group are usually some forms of interpersonal and intellectual hostility. These conflicts should be clarified and resolved to achieve the critical openness necessary for successful learning experiences in the group.

3. Have participants present alternative procedures and opinions about how to deal with the resistance issue. By getting the input of members (especially resistant ones) within a reasonable framework, their personal "investment" in the group experience will increase the possibility of a positive group outcome.

4. Use the resistant views to the advantage of all participants by structuring the conflict as a learning experience. It is possible that participants may learn and grow the most where conflict and opposition are present. In many cases, the resistance encountered in any workshop setting will be similar to the kind present elsewhere. Utilizing the conflict as a facilitative event for change agents can be especially valuable.

While resistance can be expected in some training situations, it should not be allowed to ruin the activity. In the institution itself, as in the training setting, there may be forces at work which impede progress in achieving BORN FREE goals. Among the forms of resistance pointed out by Watson many years ago are vested interests (social and economic); the concern that one not touch sacrosanct areas (such as sex roles or sex education); concern that change in one part of the system affects other parts; conformity to norms; and rejection of outsiders.

Ways for reducing resistance also identified by Watson include the following:[1]

1. Use internal change agents (internal consultants) who have internal support and are committed to the project goals.

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[1] Adapted from Goodwin Watson, 1967.

2. Introduce change which will reduce rather than add burdens to often overworked staff.
3. Provide interesting new experiences for those participating in the change or innovation.
4. Introduce change which is reasonably in accord with accepted values (not too far ahead of target group).
5. Make sure change does not threaten individual autonomy.
6. Use participant diagnosis or internal involvement in needs assessment.
7. Try to achieve a consensual decision process (so that people have a voice in changes which will affect them).
8. Show empathy for opponents of change.
9. Demonstrate support, acceptance of, and rewards for participants.
10. Provide for communication and feedback to prevent misunderstanding.
11. Indicate openness to revision, reconsideration, and adaptation.
12. Stress a future rather than past orientation.

## VIII. MEASURING RESULTS

Obviously, how leaders evaluate these learning strategies will depend on their available resources, the objective of the activity, and the purpose or questions they want to explore by the evaluation. Two of the most common purposes or strategies for evaluation will be briefly reviewed below. Following these two discussions, a continuum of possible evaluation methods will be briefly described. While these discussions on evaluation are not intended to exhaust all possible evaluation strategies and methods, it is hoped that they will provide a starting point from which to proceed.

### How Much Was Learned?

Perhaps the most common purpose for evaluation is to determine whether or not the objectives of a particular learning activity have been met, and to what degree, by whom. This evaluation approach looks exclusively at the learner or trainee rather than at the learning activity. It seeks to identify whether or not the learner/trainee has acquired the knowledge, skills, attitudes, or values which the learning activity was expected to impart. A problem frequently encountered with this form of evaluation is that objectives are not stated very clearly, nor are they linked with measurable outcome criteria which specify expected standards for successful completion. Another difficulty with evaluation that looks only at accomplishment of objectives is that unexpected side effects (positive and negative) are often overlooked. In some cases, the unexpected side effects are much more important than the stated objectives. Therefore, leaders should probably not limit themselves to just measuring accomplishment of stated objectives but should attempt to identify other unexpected outcomes of the learning activity.

## How Good Was the Activity?

A second purpose for evaluation is to examine or critique the learning activity rather than the competencies of the learners/trainees. This evaluation approach seeks to identify the strengths and weaknesses of both the content and process of the learning activity and thus can provide valuable information for planning future learning activities. The principal drawback in using this method of evaluation in lieu of the first one described is that it provides no direct information on the outcomes (expected or unexpected) of the learning activity. However, when this second evaluation is used in conjunction with the first, it has the potential for explaining why certain objectives were or were not met and why certain unexpected outcomes occurred.

## Alternative Evaluation Methods

A continuum of methods exists for evaluating learning activities and their outcomes. At one end of the continuum is the post hoc armchair evaluation by the trainer. At the other end is the elaborate experimental design using standardized pre- and post-tests with control groups. In between these two extremes is a variety of evaluation methods which can be employed. Listed below are several evaluation methods which might be considered in planning an evaluation:

1. Continuously solicit evaluative comments by learners/trainees.

2. Have learners/trainees complete self or peer evaluations.

3. Have learners/trainees complete formal evaluations of the learning activity.

4. Have learners/trainees complete attitude/value questionnaires.

5. Have learners/trainees complete standardized or homemade knowledge/skills tests.

6. Have learners/trainees complete simulation exercises.

7. Have external person observe and critique learning experience.

8. Observe learner/trainee behavior (verbal and/or nonverbal) outside the learning experience.

It should be noted that there are several evaluation reports available as part of Project BORN FREE. For helpful process and product information, sample evaluation forms, and details of the project evaluation, readers are referred to BORN FREE Technical Reports 4, 5, 6, and 7, as well as final reports completed at the end of the second year of the project. ("See list of BORN FREE Products and Publications.") Two sample evaluation forms follow, one for evaluating learning strategies, one for a workshop.

# Project BORN FREE
# LEARNING STRATEGY RATING FORM

code ____________________

Packet Level (circle) Elementary Secondary Postsecondary/Higher

Learning Strategy (Name & Number) ____________________________________________

Name of Rater (Optional) ____________________________________________________

School ____________________________________________

Consultant ________________________________________

Position (circle) Teacher Counselor Administrator Parent Other

Level at which you work (circle) Elementary Secondary Postsecondary Other

Age (circle) under 25 26-35 36-45 46-55 56+

Are you a parent (circle)? Yes No

Sex (circle) Male Female

| | Strongly agree | Agree | Uncertain | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1. The objective is clear. | 1 | 2 | 3 | 4 | 5 |
| 2. The directions are clear. | 1 | 2 | 3 | 4 | 5 |
| 3. The learning strategy is appropriate for achieving the objective. | 1 | 2 | 3 | 4 | 5 |
| 4. The amount of time allotted is adequate for the strategy. | 1 | 2 | 3 | 4 | 5 |
| 5. The resources listed are adequate. | 1 | 2 | 3 | 4 | 5 |
| 6. The criteria at the end adequately indicate that the objective has been met. | 1 | 2 | 3 | 4 | 5 |
| 7. The strategy is appropriate for its intended educational level. | 1 | 2 | 3 | 4 | 5 |
| 8. It is likely that you would use this strategy in your institution. | 1 | 2 | 3 | 4 | 5 |

9. How would you rate the strategy overall? (circle your rating)

   excellent very good good fair poor

10. Please comment briefly below on any items you rated Agree. What changes if any would you recommend to improve this strategy if you were using it?

11. What are the major strengths of the strategy?

12. What are the major weaknesses of the strategy?

## Project BORN FREE
## Workshop Evaluation Form

code ______________
cons ______________
(office use only)

Date ________________________

Institution ____________________________________

Name __________________________________________________ (optional)

If educator (circle) Teacher Counselor Administrator Other ______________
(circle) Elementary Secondary Higher Education/Postsecondary

Sex (circle) Female Male Parent (circle) Yes No

Student (circle) Yes No Grade Level ______________

Age (circle) under 17 18-22 23-29 30-32 33-39 40-45 46-55 56+

Please circle only one number per question unless otherwise indicated.

1. I have had training, course work, or experience where I have learned the concepts of career development education.

   none at all 1 2 3 4 5 6 quite a lot

2. I feel that sex-role stereotyping limits career options for both men and women.

   not at all 1 2 3 4 5 6 extremely

3. The workshop site was appealing, attractive, and well located. I felt comfortable in these surroundings.

   quite poor 1 2 3 4 5 6 superior

4. The workshop was well organized (i.e., agenda, activities, presentations, time, breaks, etc.).

   very poorly organized 1 2 3 4 5 6 extremely well organized

5. The goals of this workshop were very clear.

   not clear at all 1 2 3 4 5 6 extremely clear

6. In my opinion, the overall goals of the workshop were accomplished, and this workshop met my expectations.

   no goals accomplished 1 2 3 4 5 6 all goals fully accomplished

7. In general, I felt that the workshop climate was open, trusting, and that information flowed freely among the participants.

   almost never 1 2 3 4 5 6 almost always

8. I felt that when I had a contribution to make, I had an opportunity to make it.

   almost never 1 2 3 4 5 6 almost always

9. I felt that the content and activities were interesting.

   almost never 1 2 3 4 5 6 almost always

10. The presenters were knowledgeable and competent.

    not at all 1 2 3 4 5 6 superior

11. The presenters were warm and communicative.

not at all 1 2 3 4 5 6 extremely so

12. Please rate the following if appropriate.

| | very poor | | | | | extremely well done |
|---|---|---|---|---|---|---|
| main presentation/lecture | 1 | 2 | 3 | 4 | 5 | 6 |
| group exercises (learning strategies) | 1 | 2 | 3 | 4 | 5 | 6 |
| videotape sessions | 1 | 2 | 3 | 4 | 5 | 6 |
| small-group discussions | 1 | 2 | 3 | 4 | 5 | 6 |
| films, tapes, and other media | 1 | 2 | 3 | 4 | 5 | 6 |
| informal individual or group discussion | 1 | 2 | 3 | 4 | 5 | 6 |
| coffee breaks, lunch/dinner | 1 | 2 | 3 | 4 | 5 | 6 |
| panel discussion or other activities | 1 | 2 | 3 | 4 | 5 | 6 |
| time allotted each was appropriate | 1 | 2 | 3 | 4 | 5 | 6 |

13. Please rank the following in terms of its overall importance to accomplishing the goals of this workshop. Rank only activities used in this workshop (1=highest, 8=lowest).

____ main presentation/lecture
____ group exercises (learning strategies)
____ videotape sessions
____ small-group discussions
____ films, tapes, and other media
____ informal individual or group discussion
____ coffee breaks, lunch or dinner
____ panel discussion and other activities

14. I feel free to call upon the Project BORN FREE staff in my institution for assistance, resources, or general follow-up.

strongly disagree 1 2 3 4 5 6 strongly agree

15. I accepted the goals of this workshop.

did not accept 1 2 3 4 5 6 fully accepted

16. Even though I may have accepted the goals, values, or concepts of the BORN FREE Project at an intellectual level, I probably won't try to implement changes in my institution.

strongly disagree 1 2 3 4 5 6 strongly agree

17. This workshop will probably have a significant impact on my attitudes or behavior.

strongly disagree 1 2 3 4 5 6 strongly agree

18. For me, the most important aspect of the workshop was:

19. The one thing about this workshop that troubled me and was the least satisfying was:

20. Workshop evaluation forms are boring and a waste of time.

strongly disagree 1 2 3 4 5 6 strongly agree

## IX. SAMPLE WORKSHOP/COURSE DESIGNS

The following sample designs are suggested as possible ways to structure a workshop. They are adapted from actual workshops that have been successfully implemented. The authors have attempted to offer a wide variety in the sample, to show the adaptability of the BORN FREE materials.

### A. SAMPLE FORMAT FOR A TWO-PART WORKSHOP FOR SECONDARY STAFF AND PARENTS*

#### Part I: Initial Understanding

(All-Saturday Activity for Staff and Parents)

Meeting Date: Saturday, April, 19--

Time: 8:00 - 4:00

Location: - - - -

In-service credit: One (1)

Cost: $1.50

Limit: 30 participants

Participants will be engaged in a variety of activities which are designed to enhance their personal awareness of sex-role stereotyping as related specifically to career options.

This course will provide background information on BORN FREE and a chance to informally share experiences related to sex-role stereotyping with other educators and parents.

Goal: Gain an initial understanding of the facilitating and inhibiting effects which existing stereotypes and role expectations have on career choices.

8:00 - 8:30 . . . Name tags
    Career mixer

8:30 - 9:00 . . . Overview of BORN FREE
    - Historical background
    - Main thrust

9:00 -10:00 . . . Career Lifeline (I.C.1.)
    Objective: Examine their own sex-role socialization and explore its effects on their values, interests, present and future career choices, and preferred life styles.

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*Adapted from a BORN FREE workshop at Hopkins North Junior High School, Hopkins, Minnesota, 1978.

10:00 - 11:00 . . . Break

11:00 - 12:00 . . . Career Family Tree
Objective: Identify a greater variety of role models available both in occupations and career patterns.

12:00 - 1:00 . . . Lunch

1:00 - 2:15 . . . Group Collage
Objective: Depict cultural expectation/stereotypes for persons of each sex.

2:15 - 2:30 . . . Break

2:30 - 3:30 . . . Videotape No. 2, "Men: Choices and Changes"

3:30 - 4:00 . . . Time to reflect on the activities, personal feelings, new awareness using a list of questions as a guide.

Debriefing.

## Part II. Implementation of Constructive Changes

(After-School Activity for Staff Members)

Prerequisites: Attendance at Part I, equivalent, or permission of instructors

Instruction Team: Joe Smith, Mary Jones, Bob White, Ruth Rogers

Meeting Dates: Thursday, April 6, 13, 20, and May 4, 19--

Time of Meetings: 3:15 - 5:15

Location: South Junior High School

One credit toward advancement or in-service pay.

This course will provide increased awareness of areas of concern having to do with sex-role stereotyping and career options. Participants will select individual or group projects directed toward implementing a change process or innovation. The last session is two weeks after the previous session to allow for time to initiate action, and will be a report and evaluation session.

Session One:

3:15 Videotape No. 2, "Men: Choices and Changes"

3:45 Discussion and evaluation

4:00 Learning Strategy: "Looking at Change"

4:45 Discussion: What sex stereotype or career-related change(s) or innovation(s) would you see as appropriate? (Modify worksheets for planned changes.)

Session Two:

3:15 Videotape No. 3, "Women: Choices and Changes"

3:45 Discussion and evaluation

4:00 Brainstorming Session: Needed or possible changes in home institutions.

Session Three:

3:15 Guest Speaker: One in an atypical career.

4:15 Development of goal statements and final plans for change(s) and implementation(s).

Session Four:

Reports and evaluations: Future possibilities, commitments, plans.

* * * * *

## B. SAMPLE FORMAT FOR A TWO-WEEK WORKSHOP OR THREE-CREDIT COURSE*

Participants will:

- Increase their awareness of their own attitudes and behaviors regarding sex-roles and of the relationship between sex-role socialization and career options.
- Experience a content/process model of in-service training which they can adapt in developing their own implementation plans.
- Increase their knowledge of programs and change process through which they can reduce sex-role stereotyping in their own institutions.
- Expand their concept of career development education to include education, occupation, and life style options in a developmental framework.

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*Adapted from 1977 BORN FREE Summer Institute.

- Develop ways to increase the involvement of parents, students, and community to reduce career-related sex-role stereotyping in educational institutions.

- Become familiar with efforts of business and industry to develop personnel strategies for opening career options for women and men.

Retreat:

At a recreational facility.

Retreat Agenda:

Saturday

| | |
|---|---|
| 8:30 - 9:00 | Name Tags and Career Mixer |
| 9:00 - 9:30 | BORN FREE Overview<br>Introduction of staff |
| 9:30 - 10:30 | Getting Acquainted: Learning Strategy--"Facilitators and Inhibitors of Career Development" |
| 10:30 - 10:50 | Break |
| 10:50 - 12:00 | Learning Strategy--"Collective Collage" |
| 12:00 - 2:00 | Lunch and Recreating |
| 2:00 - 3:00 | Learning Strategy--"Career Lifeline" |
| 3:00 - 3:10 | Break |
| 3:10 - 5:00 | Learning Strategy--"Group Roles" |
| 5:00 - 6:00 | Social Hour |
| 6:00 - 7:00 | Dinner |
| 7:00 - 7:45 | Learning Strategy--"Role Reversal" |
| 7:45 - 8:40 | Judging Collages |
| 8:40 - 8:50 | Learning Strategy (Dramatic Reading)--"Masculine/Feminine" |
| 8:50 - 9:00 | Debriefing |

Workshop Agenda:

Monday

| | |
|---|---|
| 8:00 - 9:00 | Registration |
| 9:00 - 9:30 | Retreat recap--workshop overview (grades, texts, tapes, journal writing, etc.) |
| 9:30 - 10:00 | Pre-test |
| 10:00 - 10:30 | Learning Strategy--"Career/Occupation/Job/Life Style"(Content) |
| 10:30 - 11:30 | Career Development Conceptual Framework |
| 11:30 - 12:00 | Discussion |
| 12:00 - 1:00 | Lunch |
| 1:00 - 1:30 | "Psycho-Social Visit" Orientation |
| 1:30 - 2:30 | Learning Strategy (Process)--"Early Sex-Role Messages" |
| 2:30 - 3:50 | Team Planning or Tape Viewing (read systems diagnosis, review packet at your level) |
| 3:50 - 4:00 | Journal reflections (include reactions to readings) |

**Tuesday**

| | |
|---|---|
| 8:30 - 9:00 | Materials browsing |
| 9:00 - 10:00 | Literature review--Elementary |
| 10:00 - 10:20 | Break |
| 10:20 - 12:00 | Literature reviews--Secondary and Higher Education |
| 12:00 - 1:00 | Lunch |
| 1:00 - 1:30 | Videotape No. 1, "BORN FREE: A World of Options" |
| 1:30 - 2:15 | Videotape evaluation and discussion, using Video Viewers' Guide No. 1 |
| 2:15 - 2:45 | Instructions for videotape viewing--"Video Tape Festival" |
| 2:45 - 3:50 | Group Process Guidelines for Workshop Leaders |
| 3:50 - 4:00 | Journal reflections |

**Wednesday**

| | |
|---|---|
| 8:30 - 9:00 | Materials browsing |
| 9:00 - 10:15 | Assertion Training |
| 10:15 - 10:35 | Break |
| 10:35 - 11:20 | Assertion Training (cont.) |
| 11:20 - 12:00 | Learning Strategy (Process)--"Career Family Tree" |
| 12:00 - 1:00 | Lunch |
| 1:00 - 2:00 | Learning Strategy (Content)--"Looking at Change" |
| 2:00 - 3:50 | Team planning or tape viewing |
| 3:50 - 4:00 | Journal reflections |

**Thursday**

| | |
|---|---|
| 8:30 - 9:00 | Materials browsing |
| 9:00 - 10:15 | Illustrative Programs (Elementary, Secondary, Higher Education/Postsecondary) |
| 10:15 - 10:30 | Break |
| 10:30 - 12:00 | Illustrative Programs (cont.) |
| 12:00 - 1:00 | Lunch |
| 1:00 - 2:00 | Learning Strategy (Process)--"Joe Househusband" |
| 2:00 - 3:50 | Team planning or tape viewing |
| 3:50 - 4:00 | Journal reflections |

**Friday**

| | |
|---|---|
| 8:30 - 9:00 | Materials browsing |
| 9:00 - 10:00 | Conceptual Model to Bring About Change |
| 10:00 - 10:15 | Resistance to Change |
| 10:15 - 10:35 | Break |
| 10:35 - 11:15 | Becoming Change Agents--discussion with practitioners and workshop staff |
| 11:15 - 12:00 | Module Activity (Content)--"Force Field Analysis" |

**Monday**

| | |
|---|---|
| 8:30 - 9:00 | Materials browsing |
| 9:00 - 10:15 | How to Deal with Administrators |

| | |
|---|---|
| 10:15 - 10:35 | Break |
| 10:35 - 11:30 | Announcements |
| 11:30 - 12:00 | Evaluating Your Activities |
| 12:00 - 2:00 | Learning Activity (Content)--"Textbook Analysis of Sex-Role Stereotypes" |
| 2:00 - 3:50 | Team Planning--Tape Viewing |
| 3:50 - 4:00 | Journal reflections |

Tuesday

| | |
|---|---|
| 9:00 - 10:00 | Videotape No. 2, "Men: Choices and Changes" |
| 10:00 - 10:45 | Discussion of video, using Video Viewers' Guides No. 2 and No. 3 |
| 10:45 - 11:45 | Learning Strategy--"Strategies for Change" |
| 1:00 - 4:00 | Learning Strategy--"Psycho-Social Visit"<br>Visit evaluations and reflections |

Wednesday

| | |
|---|---|
| 8:30 - 9:00 | Materials browsing |
| 9:00 - 10:00 | Share psycho-social visits |
| 10:00 - 10:20 | Break |
| 10:20 - 11:00 | Learning Strategies review/evaluation |
| 11:00 - 12:00 | Learning (Process)--"Magic Seminar" |
| 12:00 - 1:00 | Lunch |
| 1:00 - 3:50 | Work on implementation plan or tape viewing |
| 3:50 - 4:00 | Journal relfections |

Thursday

| | |
|---|---|
| 8:30 - 9:00 | Materials browsing |
| 9:00 - 10:00 | Learning Strategy (Process)--"Physical Continuum" |
| 10:00 - 10:15 | Break |
| 10:15 - 11:15 | Catch-up Session<br>Relating career education to developmental approaches<br>Vocational interest tests<br>Sex-role identity development |
| 11:15 - 12:00 | Learning Strategy (Content)--"Commitment to Change" |
| 12:00 - 2:00 | Lunch |
| 2:00 - 3:30 | Team planning or videotape viewing |
| 3:30 - 4:00 | Final journal reflections (collect, read) |

Friday

| | |
|---|---|
| 8:30 - 10:00 | Present implementation plans (by levels) |
| 10:00 - 10:45 | Break |
| 10:45 - 12:00 | Evaluation and Post Test |

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## C. SAMPLE FORMAT FOR A TWO-HOUR COLLEGE WORKSHOP*

### Sex-Role Stereotyping: Its Influence on Curricular Choices and Career Options

WHEN: Wednesday, May 17, 1979 - 10:15 a.m.

WHERE: Room 421 Student Union

10:15 a.m. Introductory Comments

Joe Jones, Director
CLA Career Development Office
"Career Advising in Liberal Arts"

Mary Smith Director, Women's Center
Instructor, Family Science
"Myths & Realities of Sex-Role Stereotyping & the Effects upon Course Selection"

10:45 a.m. Coffee, in Discussion Groups
Distribution of graphs showing imbalance in departmental enrollment and dropout rates for previous five years; and prerequisite differences between departments

11:00 a.m. Presentation: Implications of departmental enrollment data for advising on the departmental and premajor level

12:00 p.m. Lunch at the Campus Club, including distribution of materials packets: Abstract of Project BORN FREE, Video Abstracts, Sample Strategies and Articles from Postsecondary Packet, and List of BORN FREE Products

### Sample Preregistration Form

Return to: Joe Jones, Director
CLA Career Development Office
203 College Hall

Name: ______________________________ Dept.: ______________

_____ I will be attending the meeting

_____ I will be staying for lunch _____ I will not be staying for lunch

_____ I will not be able to attend the meeting. The following departmental representative will be there. Name: ______________________

Office: ______________________________ Phone #: ______________

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*Adapted from a BORN FREE workshop sponsored by the Career Planning and Placement Office, College of Liberal Arts, University of Minnesota, Minneapolis, 1978

## SAMPLE FORMAT FOR INVITATIONAL LETTER FOR COLLEGE WORKSHOP

Dear CLA Staff Member:

As a departmental adviser to undergraduates, you are in a position to discuss with students their course selections and career alternatives. Some of us who have similar opportunities are concerned about the possible influences sex-role stereotypes may have on the academic and career decisions students are making. I would like to invite you to attend a meeting to discuss this concern with other department and pre-major advising representatives. As a result of this meeting we hope to identify ways in which students can expand their curricular choices and career options.

We will meet at 10:15 a.m., Wednesday, May 24th, in room 421 of the Student Union. Lunch will be in the Campus Club. The meeting is sponsored by Project BORN FREE.* If you cannot attend this meeting I hope you will request someone else within your department to do so, as we would like your discipline to be represented.

Sincerely,

Director
Career Development Office

cc:

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*A federally funded program to reduce sex-role stereotyping and expand career options for women and men.

# X. SUMMARY OF ELEMENTARY LITERATURE REVIEW*

## Generalizations and Implications

As part of the knowledge base on which the Project BORN FREE materials have been developed, a survey of the literature was undertaken to ascertain what is known about career socialization at the elementary (Pelcak et al., 1977) and secondary (Johnson et al., 1977) levels. While it is recognized that the state of the art is incomplete, and that there are limitations in the state of knowledge and in a review of this kind, there seemed to be a substantial body of knowledge of career-related sex-role stereotyping around which questions could be raised and learning strategies to increase educator and parent awareness could be developed. A brief summary of generalizations derived from these studies appears below. Readers are encouraged to examine the more detailed review of literature and the original studies to get the full picture of their impact. Also useful are the references on sex differences by Maccoby and Jacklin (1974) and Block (1976) which remind us that many of the findings about sex differences must be viewed as tentative.

In this section of the review, a summary of research generalizations will be presented with appropriate references noted. The organization for the section directly follows that of the review:

### A. Problem Identification

Empirical Findings: Sex-Role Learning and Occupational Stereotyping:

It is clear from the literature that sex-role learning and occupational stereotyping occur at an early age in a child's development. Many studies have cited the appearance of sex-role identification by the ages of three or four (Fauls, 1956; Hartup and Zook, 1960). Sex-typing of activities also occurs at this age (Sears, Rau, and Alpert, 1965).

Children in elementary school have been found to be traditionally stereotyped in their occupational aspirations and attitudes by first grade (Looft, 1971; Siegel, 1973; Schlossberg and Goodman, 1972; Parks, 1976). In addition, it was discovered that boys see more occupational areas as possible to them and over a broader range of fields than do girls at the elementary level (Siegel, 1973; Schlossberg and Goodman, 1972; Iglitzin, 1972).

### B. Theoretical Frameworks

Career Development Conceptual Framework:

The Career Development Curriculum (CDC) framework, created by Tennyson, Hansen, Klaurens, and Antholz (1975), has formed the conceptual base for the development of materials for Project BORN FREE. Drawing from the developmental theorists, the CDC has defined critical developmental tasks for the primary and intermediate level (as well as for secondary and post-high levels). These developmental tasks have formed the basis for many learning strategies in the area of career development.

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*From: Project BORN FREE Selected Review of the Literature on Career Development and Sex-Role Stereotyping at the Elementary Level, 1977.

### Tuckman's Age-Graded Model for Career Development Education:

Another conceptual model which draws on developmental theory is that of Tuckman (1974). Tuckman divided career development strategies in elementary school into five levels and provided rationales and activities for an effective career development program. This is an additional perspective for career development education and should be combined with individual needs, goals, and objectives to formulate effective methodologies.

### Gysbers' Model for Promoting Career Development in Elementary School:

One of the earliest developmental statements was that of Gysbers (1969), whose framework is of value in relating career development programs to three phases a learner goes through during schooling: perceptualization, conceptualization, and generalization. The main emphasis in this model is to prevent elementary children from making premature decisions about educational and occupational possibilities. His more recent formulation of the career conscious individual and the implementation guide appear in several publications (Gysbers and Moore, 1974).

## C. Personality Variables

While literature reviewed in this area was not always concrete and unequivocal in its findings, several generalizations were made from past research. Dealing with the area of self-concept, numerous studies show a strong trend toward no sex differences on this variable at the elementary level (Long, Henderson, and Ziller, 1967; Lekarczyk and Hill, 1969; Goldschmid, 1968). Need for achievement studies have revealed no sex differences with elementary children (Masters and Christy, 1973). Other variables such as locus of control (Crandall and Lacey, 1972; Walls and Cox, 1971) and risk taking (Slovic, 1966; Kopfstein, 1973) also revealed no sex differences at the elementary level.

Some differences in personality variables were discovered: Boys have been found to have a higher expectancy of success on tasks (confidence) than do girls (Crandall, 1969; Montanelli and Hill, 1969). In a critical finding, it was seen that perception of subject areas, with regard to sex appropriateness of these areas, will affect children's achievement in these areas. A child's need achievement, attainment value, and expectancy of success are influenced by the perceived sex appropriateness of the task (Dwyer, 1974; Stein, et al., 1971).

## D. Problem Causation and the Socialization Process

### Theories of Socialization:

In this section, summaries of the psychoanalytic, social-learning, and cognitive-developmental models were presented. Each model pinpointed a critical process in socialization, modeling (psychoanalytic), differential reinforcements, and the child's concept of what is "masculine" or "feminine" and comparing how she/he fits according to this perception of an appropriate role.

Socialization Process:

Differential reinforcement. Some differential reinforcement does seem to exist by parents with regard to a child's sex. Girls have greater latitude in their actions (can do "male" and "female" activities; "tomboy" is permissible) than boys (can do only "male" activities; "sissy" is not acceptable) (Hartup and Moore, 1963; Lansky, 1967; Fling and Manosevitz, 1972; Long, Henderson, and Ziller, 1967; Lekarczyk and Hill, 1969; Goldschmid, 1968). Need for achievement studies have revealed no sex differences with elementary children.

Sanctions and punishments. Boys receive more punishment and sanctions for inappropriate actions than do girls (Minton, Kagan, and Levine, 1971; Block, 1972; Siegelman, 1965).

No sex differences. Variables such as amount of interaction between parent and child (Hatfield, Ferguson, and Alpert, 1967; Clarke-Stewart, 1973); amount of verbal interaction between parent and child (Moss, 1967; Beckwith, 1972); parental warmth (Moss, 1967; Baumrind, 1971); rewards for aggression (Rothbart and Maccoby, 1966; Levitin and Chananie, 1972); praise, reward, and positive feedback (Fagot and Patterson, 1969; Feshbach, 1969); and achievement pressure (Baumrind, 1971; Callard, 1968) showed no consistent or significant sex differences.

Modeling. Behaviors acquired by children through modeling do not seem to be sex-typed (Bandura and Huston, 1961; Hetherington, 1965; Lazowick, 1955; Bandura and Kupers, 1964). However, if a child selectively attends to same-sex models, a sex-typed behavioral repertoire may develop.

Teachers' behaviors and attitudes. Teachers and parents have differentiated ideas of what a typical "boy" and "girl" possess in abilities, qualities, and personalities (Ricks and Pyke, 1973; Lee, 1973; Feshbach, 1969; Levitin and Chananie, 1972; Lambert, Yackley, and Hein, 1971). Yet, how they perceive boys and girls "should" behave and perform is not stereotyped (Ricks and Pyke, 1973). Boys may receive more intensely directive interactions from teachers, while girls may receive more generalized responses, attention, and verbal interactions (Meyer and Thompson, 1956; Serbin, O'Leary, Kent and Tonick, 1973; Guttentag and Bray, 1976). Teachers expect and reinforce females for passive-dependent behaviors. Passive-dependent males are not well liked or reinforced (Levitin and Chananie, 1972; Martin, 1972). Teachers seem to know more about individual boys and their abilities, qualities, and personalities than they do about girls (Jackson, 1968; Jackson and Getzels, 1959; Jackson and Lahaderne, 1967).

Biological differences. Certain biological differences seem to exist between boys and girls at the elementary level. One critical consideration is that girls enter into first grade at a higher level of physiological development - usually around twelve months (Lee and Gropper, 1974; Maccoby and Jacklin, 1974). Boys also have been found to be more aggressive at these ages than girls (Maccoby and Jacklin, 1974). Although these differences have been found to exist, the nature-nurture controversy has not been resolved and the basic question is one of the extent to which our perceptions of differences cause us to treat girls and boys differently.

Male/female team teaching. It was found that male/female team teaching could be effective in reducing sex-role stereotyping of children at the elementary level (Good, Sikes, and Brophy, 1973; Lee and Wolinsky, 1973; Mueller and Cooper, 1972). These results were explained by the fact that team teaching with female and male instructors increases children's exposure to a wider range of models than with single-sex instruction.

Influence of the media as a socialization force. Literature and television influencers were highlighted in this section. It was established that children's literature and many textbooks portray males and females in a stereotypic and traditional manner (Key, 1975; Honingmann, 1967). Popular television shows were found also to stereotype females and males in their presentations (Sternglanz and Serbin, 1974). "Sesame Street" also was cited some years ago for its traditional sex-role attitudes and fostering stereotypic behaviors (Gardner, 1970) but has made some effort to reduce both sex and race bias in its programming. Although the importance of television as an influence is recognized, it has not been a major focus of this review.

### E. Interventions and Resources

Various studies, frameworks, and resources were highlighted to provide selected background and materials for educator-teacher interventions. There is a differentiation between what occupations children view men and women as being capable of doing and what they themselves choose for occupations (Bacon and Lerner, 1975; Schlossberg and Goodman, 1972; Parks, 1976). A "critical period" for the effectiveness of career development interventions seems to exist at the elementary level (Parks, 1976), emphasizing children's developmental differences. Interventions by Matthews (1975) and the TV career-awareness program "Freestyle" sponsored by the National Institute of Education (Randour, 1977) were also highlighted. Resource listings for career education materials, interventions, classrooms, and textbook analysis were also provided.

## Conclusion

This summary review of literature has attempted to identify areas of career development and sex-role socialization pertinent to the elementary years. Conceptual models, theories of socialization, and empirical studies were examined to help provide a framework for material development for Project BORN FREE. Practical interventions and resources are also described which might be useful to educators in reducing sex-role stereotyping in elementary education. It was noted that while there is an extensive body of literature on sex differences, one must be careful to differentiate what is really known, what is not known, and what is controversial. While the literature appears to suggest lack of differences

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in such areas as self-concept, achievement motivation, and locus of control in the elementary years, further research on these variables is necessary to determine the differential influences as children move through the educational system. An important question is one of how what an educator believes about sex differences affects her or his attitudes toward and behavior with children. Since the review suggests that sex bias does indeed exist in various forms in the elementary years, it is important for educators to consider ways in which they can intervene to reduce the limits and expand the career options of girls and boys in their institutions.

# XI. BORN FREE DEFINITIONS

Aggressive behavior -- involves standing up for one's own rights, beliefs and feelings in a way which does not respect the rights of the other person.

Androgyny -- used to refer to "sex-free" roles. The androgynous person is viewed as able to shift roles with the changing demands of a situation without threat. The androgynous individual is comfortable being assertive, self-confident, independent, dependent, nurturant and tender, when appropriate (Farmer, 1976).

Assertive behavior -- involves standing up for personal rights and expressing thoughts, feelings, and beliefs in direct, honest, and appropriate ways without infringing on the rights of others.

Career -- "a time-extended working out of a purposeful life pattern through work, paid or unpaid, undertaken and engaged in by the individual" (AVA-NVGA Commission on Career Guidance and Vocational Education, 1973). It is not synonymous with occupation but rather includes various life roles and positions over the life span, of which occupation is only one.

Career development -- focuses on seeking, obtaining and processing information about self, occupational-educational alternatives, life style and role options, and socioeconomic and labor market trends. It is a continuous, lifelong, person-centered process of developmental experiences. Career development involves engaging in purposeful planning in order to make reasoned decisions about work and its relation to other life roles with benefit to self and society (Hansen, 1976).

Career development variable -- a major task area from one of the several stages in the Career Development Curriculum (CDC) model.

The following career development variables are referred to in the training materials.

Achievement motivation -- in simplistic terms, the desire and motivating forces to achieve. A model of achievement motivation developed by Atkinson and Feather (1966) and McClelland (1971) identified several critical factors for high achievement motivation which included an internal standard of excellence, independence, persistence, preference for tasks of intermediate difficulty, high academic performance, and clearly defined goals.

Career information processing -- the manner in which an individual incorporates knowledge of the world of work with her/his own values, interests, abilities, and life style needs to make possible career decisions.

Influencers -- any group or force thought to exert some kind of influence on the development of individuals. Influencers might include parents, teachers, counselors, schools (as institutions), media and peers.

Interventions -- possible strategies for implementing change in institutions and/or with individuals.

Self-concept -- an individual's perceptions of his or her abilities, attitudes and other personal resources or characteristics.

Sense of agency -- locus of control--an individual's perceptions of whether or not she or he can personally control her/his environment. A person with an internal locus of control would be internally motivated to make her/his own choices; a person with an external locus of control (or sense of agency) yields to external cues, pressures and/or other people in controlling the events in her/his own life.

Sex-role stereotyping -- assumptions made and messages given to students (in educational institutions) which tend to reinforce or encourage stereotyping. (Example: some textbook materials used in schools only portray males and females in traditional stereotypic roles.)

Career education -- a developmental, deliberate and collaborative effort by educators, parents, and business-industry-labor-government personnel to systematically promote the career development of all persons. It creates experiences to help individuals learn academic, vocational, and basic skills and achieve a sense of agency in making informed career decisions; and to master the developmental tasks facing them at various life stages through curriculum, counseling, and community.

Career guidance -- a systematic program involving counselors, teachers, and parents. It is part of career education, designed to increase one's knowledge of self; of occupations, training paths, and life styles; of labor market trends, and employability skills; and of the career decision-making process. It helps the individual gain self-direction through purposefully and consciously integrating work, family, leisure, and community roles.

Career socialization -- the differential experiences and processes used to prepare females and males for the educational, occupational, and life style roles and choices society has defined as being appropriate for their particular sex. Racial, ethnic, age, and socioeconomic factors also are a part of one's career socialization.

Change agents -- those persons who participate in and often instigate institutional change process--through strategic risk taking and calculated, organized planning. Change agents also refer to those persons who work in and model behaviors which affect persons and institutions. (Adapted from SEGO, Verheyden-Hilliard, 1976).

Nonassertive behavior -- involves the violation of one's rights by failing to express honestly what one thinks, believes, or feels.

Occupation -- used in a narrower sense, occupation refers to one's employment or job, e.g., teacher, counselor, business person, fire fighter, mechanic, etc.

Occupational sex-typing -- the differential assumptions and expectations about occupations that lead to segregation of the sexes by occupation.

Role -- the part or parts a person assumes at a given time and place. A person can have a variety of roles at any given time.

Role model -- a person who exhibits behavior after which another person tries to pattern his/her behavior.

Role reversal -- procedure thought to help reduce or eliminate distorted perception, misunderstandings, defensiveness and either/or thinking. Through discussion or role playing, a person "takes the role of another person," assuming all characteristics that accompany the particular role.

Sexism -- any arbitrary stereotypes of either males or females which cause pre-judgement on the basis of their sex (gender). (Adapted from SEGO Verheyden-Hilliard, 1976)

Sex-role socialization -- refers to the differential experiences and processes used to prepare females and males for the roles society has defined as being appropriate for their particular sex.

Sex-role stereotype -- defined as the assumption that all females or all males, because they share a common gender, also have the same characteristics, such as the same interests, values, and roles.

Socialization -- the process by which children and adults are prepared to occupy and perform various roles. Socialization is achieved through the accumulation of life experiences that transmit messages of appropriate knowledge, attitudes, and skills to perform functions necessary for these roles. Socialization processes for young children are often deliberate and readily observable as children are being prepared to carry out a variety of complex and social, physical, economic, political, and psychological roles as adults. Many adult socialization processes are subtle and unnoticeable, because these processes consist of continued reinforcement for roles already learned.

Stereotype -- an assumption that because a number of individuals share one attribute--e.g., race or sex--they are similar in many others.

Work -- broadly conceived to include nonpaid as well as paid employment, educational endeavors, and some avocational efforts.

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## XII. THE LEARNING STRATEGIES

1. Elementary-Level Goals and Objectives
2. Guide to Learning Strategies
3. The Learning Strategies

## Elementary-Level
## Goals and Objectives

| | Learning Activities Code: |
|---|---|
| I. PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES. | |
| A. Identify the current psychological and sociological status of males and females in the world of work. | I.A.1-3. |
| B. Identify traditional and nontraditional female and male roles in work and family. | I.B.1-4. |
| C. Identify the limitations which traditional stereotypes of femininity and masculinity place on career options. | I.C.1-7. |
| D. Relate their understanding of sex biases and prejudices to their personal values, family background, peer group, and communications with family members regarding the acceptability and appropriateness of career and life style patterns. | I.D.1-10. |
| E. Identify the ways in which language, the media (e.g. television, radio, films, books, magazines, songs) and other ways of communicating reflect, create and reinforce career-related sex-role stereotyping. | I.E.1-6. |
| F. Identify a variety of role models available both in occupations and career patterns. | I.F.1-3. |
| G. Recognize and take responsibility for their own personal attitudes and biases. | I.G.1-3. |
| II. PARTICIPANTS WILL INCREASE AWARENESS REGARDING THE WAYS IN WHICH CHILDREN ARE STEREOTYPED IN TERMS OF CAREER ASPIRATIONS AND AWARENESS. | |
| A. Identify how children are affected by the processes that affect their personality, learning, and career aspirations. | II.A.1-3. |
| B. Identify the similarities/differences that seem to exist between male and female children. | II.B.1. |

| | Learning Activities Code: |
|---|---|
| III. PARTICIPANTS WILL IDENTIFY THE FACTORS THAT AFFECT SEX-ROLE SOCIALIZATION OF CHILDREN. | |
| A. Examine their behaviors, both obvious and subtle, which influence choices made in schools by female and male students. | III.A.1-5. |
| B. Identify and critique sex-role stereotypes in textbooks and other educational materials. | III.B.1-2. |
| C. Set goals and make plans to expand their facilitative behaviors and modify their inhibiting behaviors. | III.C.1-4. |
| IV. PARTICIPANTS WILL INCREASE THEIR AWARENESS OF THE INHIBITING/FACILITATING EFFECTS THAT THEIR PRESENT ATTITUDES AND BEHAVIORS HAVE UPON EXISTING STEREOTYPES AND ROLE EXPECTATIONS OF BOTH MALES AND FEMALES. | |
| A. Clarify the differences between traditional occupations of men and women and which occupations participants view as appropriate for either sex. | IV.A.1-2. |
| B. Identify the changing roles of women and men in families and occupations. | IV.B.1-3. |
| C. Analyze the processes and implications of socialization practices on children. | IV.C.1-2. |
| D. Examine the broad range of behaviors available for individuals in our society. | IV.D.1-3. |
| V. (FOR PARENTS) PARTICIPANTS WILL DEVELOP STRATEGIES FOR MAKING CONSTRUCTIVE CHANGES IN HOME EDUCATIONAL INSTITUTIONS. | |
| A. Analyze the power structure in their home institutions. | V.A.1. |
| B. Identify possible points of intervention in their home institutions. | V.B.1. |
| C. Identify various change strategies and analyze applicability to their home situation. | V.C.1. |
| VI. (FOR PARENTS AND EDUCATORS) PARTICIPANTS WILL DEVELOP STRATEGIES FOR MAKING CONSTRUCTIVE CHANGES IN THEIR HOME EDUCATIONAL INSTITUTIONS. | |

| Participants will: | Learning Activities Code: |
|---|---|
| A. Identify a rationale for change and the advantages likely to accrue when institutions shift to programs which are liberating for both women and men. | VI.A.1-4. |
| B. Analyze significant factors which affect change in their home institution. | VI.B.1-2. |
| C. Analyze the institutional practices, policies, and procedures of their own institution regarding career-related sex-role stereotyping. | VI.C.1-3. |
| D. Assess and analyze their own change agent skills and style. | VI.D.1-3. |
| E. Apply assertiveness skills to being a change agent in one's institution. | VI.E.1-2. |
| F. Become aware of the range of strategies available and make a commitment to preferred ones. | VI.F.1-2. |
| G. Develop a systematic plan for both the content and process of change in their home institution. | VI.G.1-2. |
| H. Obtain knowledge of and/or know-how to locate resources related to sex role stereotypes in education and career development. | VI.H.1-2. |

# GUIDE TO LEARNING STRATEGIES

| Number | Strategy | Parents and/or Educator | Awareness Level |
|---|---|---|---|
| I.A.1. | Work Force Quiz | P/E | SR-L<br>CD-L<br>TL-L |
| I.A.2. | Psycho-Social Visit | P/E | SR-M<br>CD-M<br>TL-M |
| I.A.3. | BORN FREE: A World of Options (Videotape) | P/E | SR-L<br>CD-L<br>TL-L |
| I.B.1. | Check Your Attitudes | P/E | SR-L<br>CD-L<br>TL-M |
| I.B.2. | Men: Choices and Changes (Videotape) | P/E | SR-L<br>CD-L<br>TL-L |
| I.B.3. | Women: Choices and Changes (Videotape) | P/E | SR-L<br>CD-L<br>TL-L |
| I.B.4. | Joe Househusband | P/E | SR-H<br>CD-M<br>TL-M |
| I.C.1. | Facilitators/Inhibitors of Career Development | P/E | SR-L<br>CD-L<br>TL-L |
| I.C.2. | Introductions: Career Influencers | P/E | SR-L<br>CD-L<br>TL-L |
| I.C.3. | The New Superintendent | P/E | SR-L<br>CD-M<br>TL-M |
| I.C.4. | Early Sex-Role Messages | P/E | SR-L<br>CD-L<br>TL-L |
| I.C.5. | Impact of Social Policy | P/E | SR-M<br>CD-H<br>TL-L |

| Number | Strategy | Parents and/or Educators | Awareness Level |
|---|---|---|---|
| I.C.6. | Masculine/Feminine | P/E | SR-M<br>CD-L<br>TL-H |
| I.C.7. | Double Jeopardy | P/E | SR-L<br>CD-M<br>TL-L |
| I.D.1. | Career Lifeline | P/E | SR-L<br>CD-L<br>TL-M |
| I.D.2. | Magic Seminar | P/E | SR-M<br>CD-L<br>TL-H |
| I.D.3. | Occupational Family Tree | P/E | SR-M<br>CD-L<br>TL-L |
| I.D.4. | Family Portrait | P/E | SR-M<br>CD-M<br>TL-M |
| I.D.5. | Peer Messages | P/E | SR-M<br>CD-L<br>TL-L |
| I.D.6. | Family Messages | P/E | SR-L<br>CD-M<br>TL-L |
| I.D.7. | It Could Happen to You .... | P/E | SR-M<br>CD-L<br>TL-H |
| I.D.8. | Male/Female Films | P/E | SR-L<br>CD-L<br>TL-L |
| I.D.9. | Parenting - Three Generations (Videotape) | P/E | SR-L<br>CD-L<br>TL-M |
| I.D.10. | Joy of Choosing (Videotape) | P/E | SR-L<br>CD-L<br>TL-L |
| I.E.1. | Media Are the Message | P/E | SR-M<br>CD-M<br>TL-L |
| I.E.2. | Collective Collage | P/E | SR-M<br>CD-L<br>TL-L |

| Number | Strategy | Parents and/or Educators | Awareness Level |
|---|---|---|---|
| I.E.3. | What's Wrong with This Picture? | P/E | SR-M<br>CD-M<br>TL-L |
| I.E.4. | Fantastic Voyage | P/E | SR-M<br>CD-M<br>TL-L |
| I.E.5. | Seeing Is Believing | P/E | SR-L<br>CD-M<br>TL-L |
| I.E.6. | Stereotypes of the Physically Disabled | P/E | SR-L<br>CD-L<br>TL-L |
| I.F.1. | Breaking Stereotypes | P/E | SR-M<br>CD-M<br>TL-L |
| I.F.2. | What's Their Line? | P/E | SR-L<br>CD-L<br>TL-L |
| I.F.3. | Emerging Career Patterns | P/E | SR-M<br>CD-M<br>TL-L |
| I.G.1. | Physical Continuum | P/E | SR-H<br>CD-L<br>TL-H |
| I.G.2. | Self-Exam | P/E | SR-M<br>CD-L<br>TL-L |
| I.G.3. | Sexist Humor | P/E | SR-H<br>CD-L<br>TL-M |
| II.A.1. | Career Development Principles | E | SR-L<br>CD-L<br>TL-L |
| II.A.2. | Relevant Research | P/E | SR-L<br>CD-L<br>TL-L |
| II.A.3. | The Hidden Curriculum | P/E | SR-L<br>CD-L<br>TL-L |
| II.B.1. | Biology as Destiny? | P/E | SR-M/H<br>CD-L<br>TL-L |

| Number | Strategy | Parents and/or Educators | Awareness Level |
|---|---|---|---|
| III.A.1. | Research versus Reality | P/E | SR-M<br>CD-L<br>TL-L |
| III.A.2. | The Ideal Student | E | SR-M<br>CD-L<br>TL-L |
| III.A.3. | Daily Dilemmas | E | SR-M<br>CD-L<br>TL-H |
| III.A.4. | Check Your Perception/ Check Your Behavior | E | SR-M<br>CD-L<br>TL-H |
| III.A.5. | Do Toys Make a Difference? | P/E | SR-L<br>CD-L<br>TL-L |
| III.B.1. | Textbook Analysis | P/E | SR-M<br>CD-L<br>TL-L |
| III.B.2. | Have You Checked Your Textbooks? | E | SR-M<br>CD-L<br>TL-L |
| III.C.1. | School Personnel and Sex Bias | E | SR-M<br>CD-L<br>TL-M/H |
| III.C.2. | Promoting Equal Status Behavior | E | SR-M<br>CD-M<br>TL-L |
| III.C.3. | Schools as Influencers (Videotape) | P/E | SR-L<br>CD-L<br>TL-L |
| III.C.4. | Parents as Influencers (Videotape) | P/E | SR-L<br>CD-L<br>TL-L |
| IV.A.1. | Home on the Electric Range | P/E | SR-M<br>CD-M<br>TL-M |
| IV.A.2. | Occupational Sex-Typing | P/E | SR-M<br>CD-M<br>TL-L |

| Number | Strategy | Parents and/or Educators | Awareness Level |
|---|---|---|---|
| IV.B.1. | Home and Life Style | P/E | SR-L<br>CD-L<br>TL-L |
| IV.B.2. | Are You Hurting Your Daughter Without Knowing It? | P/E | SR-L<br>CD-L<br>TL-L |
| IV.B.3. | Dividing Your Pie | P/E | SR-L<br>CD-L<br>TL-L |
| IV.C.1. | Child-Rearing Brainstorm | P/E | SR-M<br>CD-M/H<br>TL-M |
| IV.C.2. | The Great Debate | P/E | SR-M/H<br>CD-M<br>TL-H |
| IV.D.1. | Androgyny Test | P/E | SR-M/H<br>CD-L<br>TL-M |
| IV.D.2. | Are Women Persons? | P/E | SR-M<br>CD-L<br>TL-M |
| IV.D.3. | The Androgynous Personality | E | SR-H<br>CD-L<br>TL-H |
| V.A.1. | Power Structure | P | SR-L<br>CD-L<br>TL-H |
| V.B.1. | Contact Map | P/E | SR-L<br>CD-L<br>TL-H |
| V.C.1. | Strategies for Action | P | SR-M<br>CD-M<br>TL-L |
| VI.A.1. | Truth and Consequences | P/E | SR-M/H<br>CD-M/H<br>TL-M/H |

| Number | Strategy | Parents and/or Educators | Awareness Level |
|---|---|---|---|
| VI.A.2. | Why Change? (Videotape) | P/E | SR-M<br>CD-M<br>TL-M |
| VI.A.3. | Legal Considerations | P/E | SR-M<br>CD-M<br>TL-L |
| VI.A.4. | Institutional Analysis | P/E | SR-H<br>CD-M/H<br>TL-L |
| VI.B.1. | Looking at Change | P/E | SR-L<br>CD-L<br>TL-M |
| VI.B.2. | Building Support Systems | P/E | SR-H<br>CD-H<br>TL-M |
| VI.C.1. | How to Be a Process Helper | P/E | SR-L<br>CD-L<br>TL-M |
| VI.C.2. | Force-Field Analysis | P/E | SR-M/H<br>CD-M/H<br>TL-M |
| VI.C.3. | Inhibitors and Facilitators of Change | P/E | SR-M/H<br>CD-M/H<br>TL-M |
| VI.D.1. | Making a Decision | P/E | SR-L<br>CD-L<br>TL-H |
| VI.D.2. | Group Roles | E | SR-M<br>CD-L<br>TL-H |
| VI.D.3. | Change Mode | P/E | SR-L<br>CD-L<br>TL-H |
| VI.E.1. | Assertiveness | P/E | SR-L<br>CD-L<br>TL-M |
| VI.E.2. | Situational Assertiveness | P/E | SR-L<br>CD-L<br>TL-H |

| Number | Strategy | Parents and/or Educators | Awareness Level |
|---|---|---|---|
| VI.F.1. | Change Strategy Brainstorm | P/E | SR-M/H<br>CD-M/H<br>TL-M |
| VI.F.2. | Commitment to Change Strategies | P/E | SR-H<br>CD-H<br>TL-M |
| VI.G.1. | Change Process: Small Is Beautiful | P/E | SR-M<br>CD-M<br>TL-M |
| VI.G.2. | Creating an Implementation Plan | P/E | SR-M<br>CD-M<br>TL-M |
| VI.H.1. | Resource Brainstorming | P/E | SR-H<br>CD-H<br>TL-L |
| VI.H.2. | Interventions | P/E | SR-M/H<br>CD-M/H<br>TL-L |

## Goal I

PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

Objectives and Learning Strategies

A. Identify the current psychological and sociological status of males and females in the world of work.

   1. Work Force Quiz
   2. Psycho-Social Visit
   3. "BORN FREE: A World of Options" (Videotape)

B. Identify traditional and nontraditional female and male roles in work and family.

   1. Check Your Attitudes
   2. "Men: Choices and Changes" (Videotape)
   3. "Women: Choices and Changes" (Videotape)
   4. Joe Househusband

C. Identify the limitations which traditional stereotypes of femininity and masculinity place on career options.

   1. Facilitators/Inhibitors of Career Development
   2. Introductions: Career Influencers
   3. The New Superintendent
   4. Early Sex-Role Messages
   5. Impact of Social Policy
   6. Masculine/Feminine
   7. Double Jeopardy

D. Relate their understanding of sex biases and prejudices to their personal values, family background, peer group, and communications with family members regarding the acceptability and appropriatenesss of career and life style patterns.

   1. Career Lifeline
   2. Magic Seminar
   3. Occupational Family Tree

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4. Family Portrait
5. Peer Messages
6. Family Messages
7. It Could Happen to You ....
8. Male/Female Films
9. "Parenting - Three Generations" (Videotape)
10. "Joy of Choosing" (Videotape)

E. Identify the ways in which language, the media (e.g. television, radio, films, books, magazines, songs) and other ways of communicating reflect, create and reinforce career-related sex-role stereotyping.

1. Media Are the Message
2. Collective Collage
3. What's Wrong with This Picture?
4. Fantastic Voyage
5. Seeing Is Believing
6. Stereotypes of the Physically Disabled

F. Identify a variety of role models available both in occupations and career patterns.

1. Breaking stereotypes
2. What's Their Line?
3. Emerging Career Patterns

G. Recognize and take responsibility for their own personal attitudes and biases.

1. Physical Continuum
2. Self-Exam
3. Sexist Humor

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## "Work Force Quiz"

I. Goal: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

A. Objective: Identify the current psychological and sociological status of females and males in the world of work.

1. Learning Strategy:

Note to Leader:

This exercise can help raise the participants' awareness of the current status of women and men in the world of work. Appropriate as a thought-provoking and non-threatening activity, it could be best utilized in the beginning of a training sequence. The attached article is for more in-depth investigation of women in the work force. Be sure to allow enough discussion time for the participants following the activity. This is important for idea-sharing and clarification.

Instructions:

a. Explain the goal and objective of the strategy.

b. Workshop participants each receive a copy of the "U.S.A. Work Force Information Quiz" and fill in their best estimates of the correct answers.

c. After everyone has completed the quiz, the group members should reach a consensus on which answers are correct, discussing both the answers and the reasoning which led them to their conclusions.

d. The consensus answers should be posted on the blackboard or a piece of newsprint before the correct answers are posted.

e. Reactions to any unexpected results, etc., should then be discussed by the group and considered in the context of existing and ideal career patterns and choices for women and men.

f. Discuss the correct answers (see below).

g. Hand out copies of "Women Workers Today" and appropriate data from the information section in the appendix for use as follow-up readings.

h. Summarize.

Minimum Time Required: 1 hour

Resources Needed:

Materials: Pencils, pens, blackboard and chalk, or newsprint and felt-tip markers
Handout: "U.S.A. Work Force Information Quiz"

Attached Article: "Women Workers Today," (U.S. Department of Labor, 1976)
References: Council on Interracial Books for Children (1975), Hayghe (1976), U.S. Dept. of Labor (1975), Verheyden-Hilliard (1976)

Outcome Criteria:

Participants will have completed the quiz, discussed their answers and the reasoning processes with which they arrived at their answers, and considered the implications of the correct answers on current and future career choices.

In addition, they will respond to the following:

The most striking findings on this quiz for me were ________________
________________________________________________________________

My general impressions about the correct answers were ______________
________________________________________________________________

When I was checking the answers, I felt ___________________________
________________________________________________________________

## *U.S.A. WORK FORCE INFORMATION QUIZ**

1. _____% of the total United States work force are women.

a. 25 b. 40 c. 60 d. 75

2. Of all women between the ages of 18 and 64, approximately _____% are in the work force.

a. 15 b. 35 c. 55 d. 75

3. Of all married women, approximately _____% presently are in the work force.

a. 10 b. 45 c. 60 d. 85

4. Married women, on the average, hold jobs outside the home for _____ years.

a. 5 b. 10 c. 15 d. 25

5. _____ out of 10 married women will be employed outside the home for some time.

a. 3 b. 5 c. 6 d. 9

6. In recent years, more than _____% of mothers held paying jobs.

a. 8 b. 25 c. 40 d. 50

7. In 1974, of the more than 37,000 highly paid airline pilots in the United States, _____ were Black.

a. around ten b. less than 100 c. around 1,000 d. more than 2,500

8. In the second quarter of 1975, unemployment among all whites in the work force was 8.0%; among all other racial groups, the overall unemployment figure was _____% during this period.

a. 8.9 b. 10.5 c. 14.3 d. 20.1

9. In 1975, _____% of all families with both husband and wife living in the home fit the traditional pattern of the husband alone as family breadwinner; both husband and wife held jobs outside the home in _____% of these families.

a. 34,31 b. 45.30 c. 52,23 d. 66,9

10. In recent years, around _____% of all men in the work force earned $10,000 or more, and around _____% of all women in the work force earned the same amount.

a. 32,25 b. 40,10 c. 55,35 d. 30,30

11. Around _____% of all architects and lawyers in the United States are men.

a. 45 b. 65 c. 75 d. 95

12. The median income of fully employed women who have earned a college degree is less than that of the median income of fully employed with a/an _________ education.

a. 8th grade b. high school c. college d. graduate

13. Of all the women in the work force, _____% have clerical or personal service jobs.

a. 30 b. 40 c. 50 d. 60

14. Of the 23,000 different occupations available in the United States, 1/3 of all working women can be found in _____ of these occupations.

a. 7 b. 396 c. 3,481 d. 15,216

*Based on 1975 data

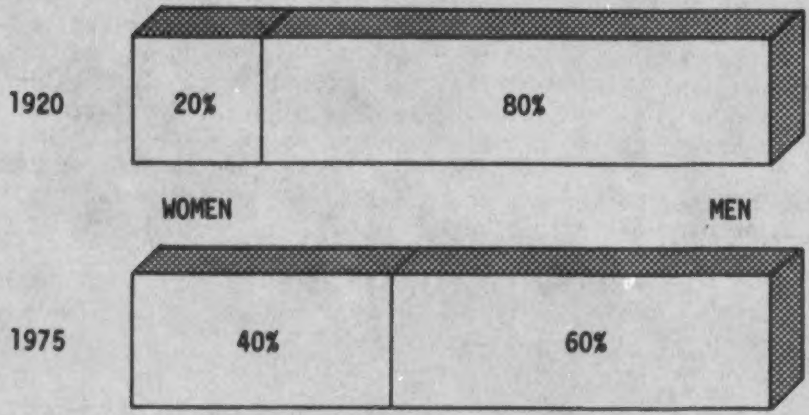
## *ANSWER KEY, U.S.A. WORK FORCE INFORMATION QUIZ*

1. b
2. c
3. c
4. d
5. d
6. c
7. b
8. c
9. a
10. b
11. d
12. a
13. c
14. a (retail sales clerk, secretary, household worker, elementary school teacher, bookkeeper, waitress, nurse.)

# *WOMEN WORKERS TODAY**

The nearly 37 million women in the civilian labor force are a cross section of all women in the Nation. They are of all ages from 16 to 70 or more and of every race and color. They include the married, the never married, the widowed, and the divorced or separated; and they live on farms, in suburbs, and in central cities.

During the last 55 years the ranks of women workers have risen from only 1 out of 5 to 2 out of 5 of all workers:



Over this period the profile of the average woman worker has changed greatly--from that of the 28-year-old single factory worker or clerk of 1920 to that of the 35-year-old woman of today who may be found in any of a great number of occupations.

Women accounted for nearly three-fifths of the increase in the civilian labor force in the last decade. They have supplied many of the workers needed for expanding industries--particularly the service-producing industries where their contribution is necessary to the continued functioning of such vital areas as health and education. Women also continue to provide an important labor resource for the goods-producing industries, and are making inroads into occupations of a more nontraditional nature. Who are these

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*Taken from U.S. Department of Labor, Women Workers Today, Rev. ed. (Washington, D.C.: U.S. Government Printing Office, 1976).
Note: Data in this report refer to persons 16 years of age and over in the civilian labor force, unless otherwise indicated. Figures are from the U.S. Department of Commerce, Bureau of the Census, and U.S. Department of Labor, Bureau of Labor Statistics.

women workers? What jobs do they hold? What are their work patterns? How much do they earn? The statistical profile which follows provides some of the answers to these questions.

## Personal Characteristics

The likelihood that a woman will be in the labor force at any particular time varies considerably according to her age, marital and family status, education, race or ethnic background, and, if married, her husband's income. However, 9 out of 10 girls will work at some time in their lives.

### Age

In 1975, 46 percent of all women 16 years of age and over were in the labor force, considerably higher than the 34-percent rate which prevailed 25 years earlier. Although women are most likely to be working if they are young, have no children, and have completed their schooling (18 to 24 years old), their rate of participation is also relatively high and consistent (about 55 percent) in the so-called prime working years of 25 to 54. In fact, the greatest gains in labor force rates since 1950 have been registered among women 20 to 54 years of age. Women are least likely to be in the labor force if they are under 18 or over 54 years of age.

Women Workers in 1950 and 1975

(Numbers in thousands)

| Age | 1975 | | 1950 | |
|---|---|---|---|---|
| | Number | Percent of population | Number | Percent of population |
| 16 years and over | 36,998 | 46.3 | 18,389 | 33.9 |
| 16 and 17 years | 1,652 | 40.2 | 611 | 30.1 |
| 18 to 64 years | 34,313 | 54.3 | 17,195 | 37.2 |
| 18 and 19 years | 2,387 | 58.1 | 1,101 | 51.3 |
| 20 to 24 years | 6,069 | 64.1 | 2,675 | 46.0 |
| 25 to 34 years | 8,456 | 54.6 | 4.092 | 34.0 |
| 35 to 44 years | 6,492 | 55.8 | 4,161 | 39.1 |
| 45 to 54 years | 6,666 | 54.6 | 3,327 | 37.9 |
| 55 to 64 years | 4,244 | 41.0 | 1,839 | 27.0 |
| 65 years and over | 1,033 | 8.3 | 584 | 9.7 |

### Marital Status

Almost three-fifths (58 percent) of all women workers are married and living with their husbands; more than one-fifth (23 percent) have never been married; and nearly one-fifth (19 percent) are widowed, divorced, or separated from their husbands. Forty-four percent of all married women are in the labor force--considerably more than widows (24 percent), a great many of whom are elderly.

But married women are less likely to be labor force participants than divorced or separated women (65 percent) or never married women (57 percent). These labor force participation rates are substantially greater than those which prevailed in 1950.

Marital Status of Women Workers in 1950 and 1975

(Numbers in thousands)

| Marital status | 1975 |  | 1950* |  |
|---|---|---|---|---|
|  | Number | Percent of population | Number | Percent of population |
| Never married | 8,464 | 56.7 | 5,621 | 50.5 |
| Married (husband present) | 21,111 | 44.4 | 8,550 | 23.8 |
| Divorced or separated | 4,479 | 64.8 | 723 | 47.4** |
| Widowed | 2,453 | 24.3 | 2,901 | 36.0*** |

## Children

The number of working mothers (women with children under 18 years of age) has increased more than threefold since 1950. There were about 14.1 million mothers in the labor force in March 1975, an increase of 4.5 million in the last decade. About 5.4 million of these working mothers had children under the age of 6. Of the 27.6 million children of working mothers, 21.1 million were 6 to 17 years of age and 6.5 million were under the age of 6. Among the children of working mothers, 5.0 million had mothers who were heads of families; 1.1 million of these children were under the age of 6.

The 47.4-percent labor force participation rate of mothers in March 1975 was slightly higher than the rate for all women (46 percent). In 1950 the rate for mothers was two-thirds as high as for all women. Although studies confirm the fact that the presence of young children in the family has an important effect on the mother's labor force participation decisions--with the lowest rates registered by those mothers with children under 6--the rates for mothers with children of any age have increased markedly since 1950.

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*Data are for women 14 years of age and over.
**Separated only.
***Widowed or divorced.

## Labor Force Participation Rates of Mothers, Selected Years, 1950-1975

| Year | Mothers with children | | |
|---|---|---|---|
| | Under 18 years | 6 to 17 years | Under 6 years* |
| 1950 | 21.6 | 32.8 | 13.6 |
| 1955 | 27.0 | 38.4 | 18.2 |
| 1965 | 35.0 | 45.7 | 25.3 |
| 1975 | 47.4 | 54.8 | 38.9 |

Note: For 1950 and 1955, data are for April; for 1965 and 1975, data are for March.

Among married women living with their husbands, nearly two-fifths of those with children under 6 years but more than half of those with school-age children only are workers. Among widows, divorcees, and women separated from their husbands, however, more than half (55 percent) of those with pre-school children are workers. But if they have school-age children only, about 2 out of 3 of these women are in the labor force.

### Education

The average woman in the labor force has completed a median of 12.5 years of schooling--the same number of years as her male counterpart. About 7 out of 10 women workers have at least a high school education. Of all women in the labor force, more than 1 out of 4 has completed 1 or more years of college and 1 out of 8 is a college graduate. A much higher proportion of women workers 20 to 34 years of age are high school graduates (85 percent) than are women workers 35 years and over (68 percent).

Generally the more education a woman has, the more likely she is to be in the labor force. Of all women 16 years of age and over who had completed less than 8 years of schooling, about 1 out of 5 was in the labor force in March 1975. However, about half of those who had completed high school and about 7 out of 10 of those who had 5 years or more of college were workers, as shown in the following chart.

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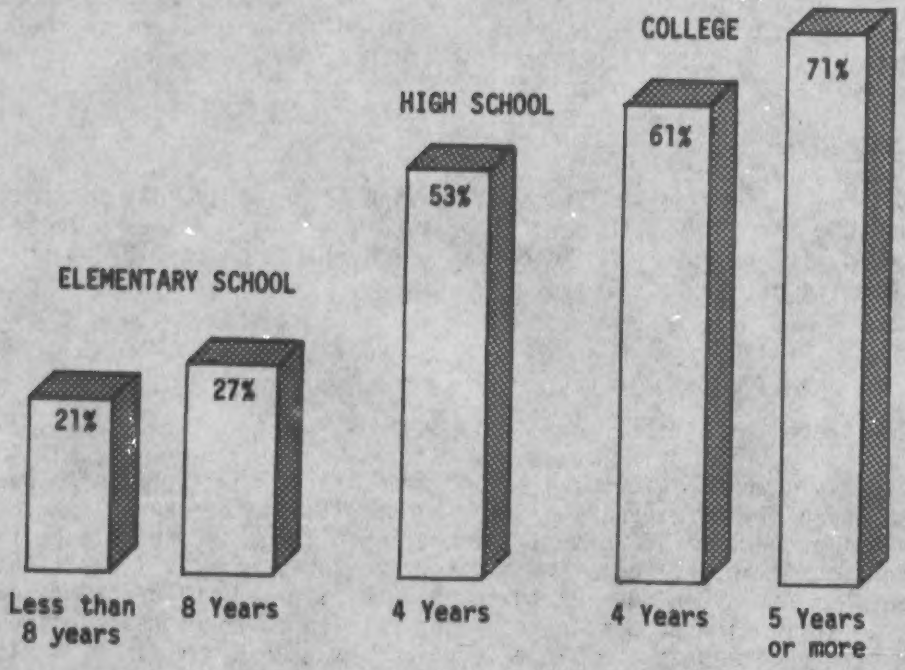
*May also have older children.



About 29 million girls and women 3 to 34 years of age were attending school in the fall of 1974. The 3.9 million women (under age 35) enrolled in college were about 44 percent of all college students under 35. The number of black women in college in October 1974 (392,000) was more than 3 times the number in October 1964.

Minority Races*

About one-eighth of all women workers are of minority races (about 4.8 million women). Their labor force participation rates are generally higher than those of white women. Forty-nine percent of all minority women but only 46 percent of white women were in the labor force in 1975. Among women of the usual working ages (18 to 64), the respective proportions were 56 and 54 percent. Minority women constitute almost 46 percent of all minority workers.

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*Data for minority races refer to all races other than white. Negroes constituted 89 percent of all persons other than white in the United States in 1970; Orientals, 8 percent; and American Indians, 3 percent. Spanish-origin persons are generally included in the white population--about 93 percent of the Spanish-origin population is white.

Black. Eleven percent of all women workers in 1975 were black. Forty-nine percent of black women were workers. The highest labor-force participation rate was among those 25 to 34 years of age.

Spanish origin. About 4 percent of all women workers in 1975 were of Spanish origin. Forty-two percent of Spanish-origin women were in the labor force. The highest labor force participation rate was among those 20 to 24 years of age (55 percent).

### Husband's Income

A married woman is most apt to be working if her husband's income is between $7,000 and $9,999; 50 percent of such women work. She is least apt to be working if her husband's income is below $5,000 or is $10,000 or over (35 and 45 percent, respectively).

## Employment Characteristics

### Worklife Patterns

Typically a woman enters the labor force after she has finished her schooling and works a few years before she marries and has her first child. A very small proportion of women leave the labor force permanently at this time. For those married women who continue to work, most will experience some breaks in employment during their childbearing and childrearing years. However, an increasing proportion of young married women with and without children are remaining in the labor force. More than 4 out of 10 married women 25 to 34 years of age were workers in March 1975, as compared with 3 out of 10 in 1965 and more than 2 out of 10 in 1950.

Of the 43 million women who were not in the labor force in 1975, nearly 35 million were keeping house, nearly 4 million were students, and about 4 million were out of the labor force because of ill health, disability, or other reasons.

### Full-Time and Full-Year Workers*

Almost 7 out of 10 women workers have full-time jobs at some time during the year, but just over 4 out of 10 work at full-time jobs the year round. Women 16 to 19 years of age, most of whom are in school, are least likely to be employed full time the year round--only 9 percent of those who worked at any time in 1974 were so employed. Women 55 to 59 years of age are most likely to be fully employed the year round (57 percent in 1974).

### Part-Time Workers

Part-time employment frequently is preferred by married women with family responsibilities (especially women with young children), students, and women

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*Persons who work 35 hours or more a week, 50 to 52 weeks a year.

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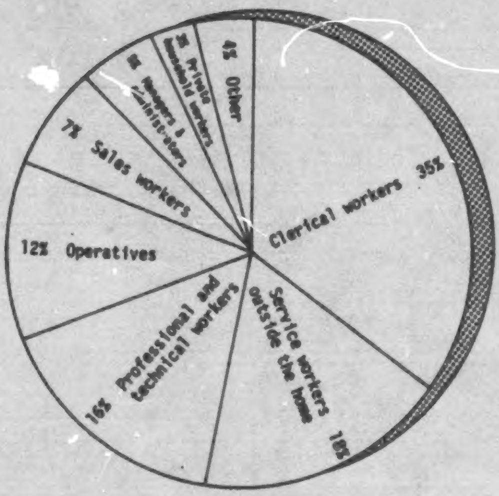
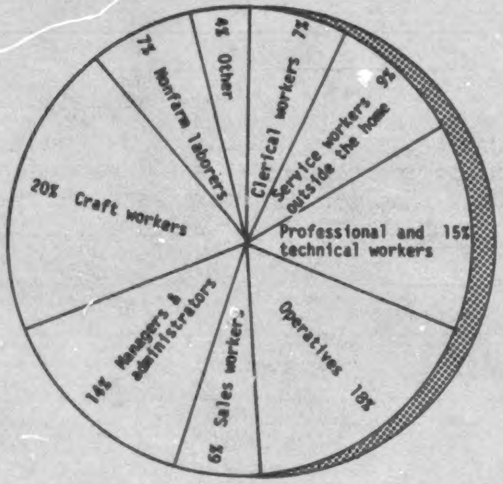
65 years of age and over. However, some women work part time involuntarily because they are unable to find full-time jobs. Thus, 13.9 million women (or 33 percent of all women workers) had part-time jobs at some time during 1974. Part-time work is most common among farm, private household, and sales workers. But many women also hold part-time jobs as waitresses or cooks; bookkeepers; stenographers, typists, or secretaries; teachers; and medical or other health workers.

## Occupations

The occupational distribution of women is very different from that of men. This is shown in the following charts for employed persons in 1975.



WOMEN



MEN

Women are more apt than men to be white-collar workers, but the jobs they hold are usually less skilled and pay less than those of men. Women are two-fifths of all professional and technical workers, but these women are most likely to be teachers (2.1 million women) and health workers (1.4 million). In fact, women account for 72 percent of teachers (except college) and 64 percent of all health workers. Women are less likely than men to be managers and administrators, and represent only about one-fifth of these workers. They are, however, 78 percent of all clerical workers (including more than 4 million women secretaries, stenographers, and typists).

About 1 out of 7 women workers is employed in a blue-collar job, but almost half the men are in such jobs. Women are almost as likely as men to be operatives, but are very seldom employed as skilled craft workers--the occupation group for 1 out of 5 men workers. Only 5 percent of all craft workers are women.

More than 1 out of 5 employed women but only 1 out of 11 men is a service worker. Eight out of 10 women and virtually all of the men service workers are employed in occupations other than private household work.

Minority women are less likely than white women to hold white-collar jobs (44 percent compared with 63 percent), and are more likely to be in service work (37 percent compared with 20 percent) or blue-collar work (18 and 14 percent, respectively). The proportion of minority women employed in clerical work has continued to increase, reaching 25 percent in 1975. At the same time, the proportion in private household work has continued to decline, dropping to 11 percent. A decade ago these figures were 12 and 30 percent, respectively.

## Unemployment

Unemployed women numbered 3.4 million and accounted for 44 percent of all unemployed persons in 1975. Unemployment rates are consistently higher for women than for men, for teenagers than for adults, and for minorities than for whites, as shown below:

| | Unemployment rate in 1975 | |
|---|---|---|
| Race and age | Women | Men |
| All races | 9.3 | 7.9 |
| 16 to 19 years | 19.7 | 20.1 |
| 20 years and over | 8.0 | 6.7 |
| White | 8.6 | 7.2 |
| 16 to 19 years | 17.4 | 18.3 |
| 20 years and over | 7.5 | 6.2 |
| Minority races | 14.0 | 13.7 |
| 16 to 19 years | 38.5 | 35.4 |
| 20 years and over | 11.5 | 11.7 |

In March 1975 nearly half a million unemployed women were family heads. Their rate of unemployment was 10.0 percent, compared with 6.0 percent for men family heads in husband-wife families.

## Earnings

Among full-time workers employed throughout 1974, women's median earnings were less than three-fifths of those of men--$6,772 and $11,835, respectively. There are many reasons for this earnings gap. For example, men on the average have had more years of worklife experience than women. And even on full-time schedules, women work fewer overtime hours a week than men. Furthermore, the concentration of women in certain low-wage occupations and industries is a primary factor in their lower average earnings level. Nevertheless, various research studies have found that a differential between the earnings of women and men remains after adjusting for such factors as education, work experience, and occupation or industry group.

Median wage or salary incomes of year-round full-time women workers 14 years of age and over in selected major occupation groups in 1974 (latest data available) were as follows:

| Major occupation group | Income | As percent of men's income |
|---|---|---|
| Professional and technical workers | $9,587 | 66% |
| Nonfarm managers and administrators | 9,195 | 59 |
| Clerical workers | 6,868 | 60 |
| Sales workers | 5,114 | 41 |
| Operatives (including transport) | 5,858 | 58 |
| Service workers (except private household) | 5,206 | 60 |

The median wage or salary income of year-round full-time women workers of minority races was only $6,611 in 1974--about 94 percent of that of white women, 73 percent of that of minority men, and 54 percent of that of white men. In 1964, the median income of minority women was 69 percent of that of white women.

## Working Wives' Contributions to Family Income

The money contributions of working wives are of crucial importance where they raise family income over the low-income level or from a low to a middle level.* Only 4 percent of all husband-wife families had incomes below $5,000 in 1974 when the wife was a worker; 13 percent, when she was not.

Among all wives who worked during 1974, the median contribution was more than one-fourth of the total family income; among those who worked year round full time, it was nearly two-fifths. About 2.5 million wives, or 12 percent of all wives who worked, contributed half or more of the family income.

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*The low-income or poverty level is based on the Bureau of the Census definition of poverty, adjusted annually in accordance with changes in the Department of Labor's Consumer Price Index. Classified as poor in 1974 were those nonfarm households where total money income was less than $2,495 for an unrelated individual, $3,211 for a couple, and $5,038 for a family of four.

## Family Heads

Among all families, about 1 out of 8 was headed by a woman in March 1975. Of the 7.2 million female family heads, 3.9 million, or 54 percent, were in the labor force. Nearly two-thirds of these women workers were the only earners in their families. About 1 out of 10 women workers was head of the family. Nearly one-third (32 percent) had incomes below the low-income level in 1974. Among the 2 million minority women workers who headed families, 35 percent had incomes below the low-income level.

Among all families with income below the poverty level in 1974, 46 percent were headed by women; about 65 percent of such minority families were headed by women. Among all minority families, almost 1 out of 3 was headed by a woman.

## Outlook

An increase in employment opportunities for women depends largely upon a continued improvement in general economic conditions. During 1974 and early 1975 the unemployment rates of women, as well as those of men, rose steadily, reaching post-World War II highs as many businesses were forced to restrict hirings and resort to layoffs to counter the economic slowdown.

As the economy recovers and the upward trend in employment continues, the outlook for women workers should be favorable. Women should enjoy opportunities in selected professional and technical, managerial, clerical, skilled craft, and service occupations. In addition, legislation prohibiting sex discrimination in employment will continue to open up new opportunities for women to train for and enter into more diversified jobs and to advance to jobs of higher skill level. Women who are informed about opportunities before making career selections will be able to capitalize on these opportunities in fields where skilled workers will be in demand.

In addition to new job opportunities in expanding occupations, advances in the educational attainment of women in particular fields, greater longevity of women, and the trend toward smaller families all point to continuing increases in the labor force participation of women.

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P-E SR-M
CD-M TL-M

I.A.2.

## "Psycho-Social Visit"

I. Goal: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

A. Objective: Identify the current psychological and sociological status of females and males in the world of work.

2. Learning Strategy:

Note to Leader:

A psycho-social visit provides participants with an opportunity to check out their learning experiences and concepts in the business and industrial community. This activity should be included later in the training sequence as it requires some background knowledge in career-related sex-role stereotyping. It is a powerful exercise.

Leaders should accumulate lists of businesses and contact persons for use in this strategy. Usually, phone calls, letters, or person-to-person meetings will be adequate to assess the potential benefits participants will receive from visiting a certain business or industry. Find out what people you'll be permitted to talk with on the visit.

Leaders and participants should be aware of possible caution on the part of businesses. Many organizations are reluctant to give out information in the area of career-related sex-role stereotyping due to their fear of legal action. All contacts--leaders and participants--should stress the educational purpose of the visit and assure the business or industry representative of confidentiality.

Instructions:

a. Explain goal and objective of strategy (the psychological and sociological aspects of our social world).

b. Ask participants to make a psycho-social visit to a business, industry, or company. They may use the guidelines attached ("Guidelines for Psycho-Social Visit to a Business or an Industry") or develop their own questions. Skimming some of the vignettes in Studs Terkel's Working may also be useful in developing the interview format and in anticipating what to expect prior to the visit.

c. The interview(s) may focus on the business as a whole (e.g., general organization, status of women and minorities, opportunities for career development); or on the perspectives of employees and how they view their own position in the company as well as their own career history, future goals, and sex-role socialization; or the interviews may try to do both (organization as a whole and individual employee's perspectives).

d. Participants could then conduct panel discussions of their findings, analysis, and feelings.

e. Summarize.

Minimum Time Required:

In class: ½ hour for leader's explanation and questions.
Outside class: 1½ to 4 hours
In class: Allow 15-20 minutes per panel discussion.

Resources Needed:

Handouts: Copies of "Guidelines for Psycho-Social Visit to a Business or Industry" for all participants.

Outcome Criterion:

Through presentation of findings and reactions in panel discussions, participants will demonstrate awareness of opportunities for and limits on career development of women and men in the business/industry sector.

## *GUIDELINES FOR*

## *PSYCO-SOCIAL VISIT TO A BUSINESS OR AN INDUSTRY*

The questions listed below are intended to serve as a guide for a visit to a business or an industry in which you focus on some of the "psycho-social" aspects of work in relation to sex roles and career development.

By "psycho-social" we mean that you look at sociological factors (how company is organized, number of employees, etc.) as well as psychological factors (psychological impact of the work organization on the worker, the workers themselves, their feelings about their jobs) related to the workers rather than focusing on the product.

You are then to prepare your findings to present to the class. In your presentation you should include (1) your observations and (2) your reactions (analysis and feelings) to the business and industry.

Since some companies are fearful of discrimination suits, any question that mentions women or minorities may appear threatening to them. Therefore, it might be important to stress that you will keep all information confidential and not use the name of any company in reporting the results. Description of the business would be adequate.

Note: The questions which follow are intended as suggestions for you to choose from in developing your interview format. You do not have to use them all. In fact, it would be impossible to cover all of these in a single half-day visit. If there is a group of visitors, questions could be divided up.

### Questions

(For the business as a whole)

### Purpose

1) What is the main purpose, function, product or service of the business or industry? Has that always been true? Is it expected to change?

### Organization

1) What is the general staff organization?

2) How many employees are in the company? What percent are males, females, and minorities?

   What is the age range and the average age?

   What is the length of time of employment for the average person in the company?

3) What kinds of levels are represented (entry, mid-level, top)?
   What kinds of occupations are represented?
   How are the females, males, and minorities distributed throughout the various levels and various kinds of jobs? (Collect percentage data for

each if you can.)

4) How democratic or authoritarian is the organization? To what extent are workers at all levels involved in decision making? Is extent of involvement different for women and minorities? Are there any differences in women and minorities in their preference for decision-making modes? (For example, one administrator said that since he has hired more women, he has been forced to become more democratic.)

5) What are the communication patterns? Is information disseminated to all or to only a few? How is information disseminated?

6) Is the plant unionized? What impact does the union have? Has the union been supportive of women and minorities? If so, how?

Hiring and Promotion

1) What kinds of training and/or education are required for the jobs represented?

2) What is the company doing to achieve equal opportunity for minorities and women? Are there special training programs for women and minorities? If so, have they been successful or not? What are the ingredients involved in the success or failure?

3) Who does the hiring? Are there stated policies on hiring practices? Are search committees used? Where are the positions advertised?

4) What are the criteria for promotion? Are there stated policies? Is an attempt made to give equal opportunity to minorities and women in promotion?

5) Are there "job enrichment" or career ladder programs? If so, what are they? Is there a particular effort made to direct these to the needs of women and minorities?

6) Are there some jobs that are considered more appropriate for women than men and vice versa?

Climate

1) What do the tone and morale appear to be like in the company?

2) Are feelings about women and minorities polarized or is there a cooperative spirit? Do males fear or resent competition from women? Do women resent the men because they (the women) feel discriminated against? Is race an issue?

If the answers require a company response, is the company doing anything about it?

3) Are the women aware of discrimination? If so, how do they feel about it?

## Management Concerns

1) What are some of the main concerns of management? (Productivity, equal employment, hiring "qualified" persons, turnover, burden of government regulations regarding affirmative action, etc.)

   What is management doing to respond to its concerns?

2) How could business, industry, labor, and schools and colleges work together to promote broader career options?

3) Is management concerned about employees balancing family and job concerns? Is provision of child care for employees a concern? Parental leave?

## Affirmative Action

1) Does the company have an affirmative action policy? If so, what is it?

2) How does management feel about affirmative action? How do employees feel about affirmative action?

3) Is there serious support from the top levels for affirmative action?

4) If they have affirmative action, how successful do they think it has been?

5) Are there any awareness programs to sensitize all employees to factors involved in opening up career options?

Note: You may wish to include concerns related to the physically or mentally handicapped in your questions, as the stereotyping problems are equally great for these persons.

## Questions
(For employees and their work)

## Position

1) What is your present position?

2) What kinds of education and/or training were required for that position?

3) What are the most highly developed skills required in your job? How did you acquire them?

4) What aspects of your education or training have you used or not used? What aspects were necessary for getting the job but not used? What would you take differently in school or training if you were going to do it again?

   From whom did you get help in planning or preparing for this field? Were women and men equally helpful?

   What kinds of pressures have you faced in getting to this point. What kinds of help? What have been the most significant influences (positive and negative) in your career planning (people, experiences, events)?

5) What is the biggest responsibility you have? What are the most important decisions you are required to make? What is an example of the worst consequences of your making the wrong decision? How much pressure did this put you under? If you had been born the other sex, or a different race, do you think you would have handled this differently? Would the decisions you were required to make have been different?

6) Is your salary comparable to individuals' in other occupations with the same educational requirements, skills, responsibility? Is your salary comparable to women, men, minorities in occupations with the same educational requirements, skills, responsibility?

7) How typical is your job here to others working in the same vocation elsewhere?

## Life Style Associated with Job

1) What kind of life style is associated with this job? Is there much travel required during the first few years? Later years? Is there a lot of pressure? Are there frequent relocations? Other areas: overtime, evening work, time for leisure, set hours, own boss, etc.

   If you were the other sex, would these affect you differently?

2) What proportion of your time on the job is actually spent in what kinds of activities? If your were the other sex, do you think it would be different?

## Satisfaction

1) How satisfied are you with your vocation? With you particular job here? How important is your job to you in terms of total satisfaction with life? Would you enter the same vocation again? If you had been born the other sex, or another race, do you think you would have chosen this vocation?

2) What aspects of your job provide you with the most satisfaction? The least? Do you think it would have been different if you had been born the other sex? Another race? Physically or mentally handicapped? Low income?

## Marital Status

1) Has your marital status affected you position or your satisfaction with it? If so, how?

2) If married, how do you see your marriage and work fitting together? What are the satisfactions, dissatisfactions? Are there difficulties you encounter? If so, what are they? What would make it easier or prevent the difficulties?

## Goals

1) What was your first job in your career? What other jobs have you held? Would it have been different if you had been the other sex? Another race?

2) To what extent is your present position the kind of thing you really like to do? Where do you hope to be 5 or 10 years from now? Twenty years? What do you think will be most helpful in assisting you in getting there? What will be the greatest obstacles?

3) How many who started when you did have made it to where you are now? What happened to those who haven't made it to where you are now?

4) Referring to number 2 above, what proportion of the individuals at your level now will make it to that point ten or twenty years from now? What will happen to the ones who don't? Would your answer be different for people of the other sex or another race?

5) What are the major decisions facing you at this point in your life? Would the decisions be different if you were the other sex?

6) Are you concerned about balancing job and family responsibilities? If so, to what extent does your company facilitate or hinder that?

7) Do you see this work as a lifelong one or as a stepping-stone to some other job or occupation?

## Advancement and Promotion

1) What are the opportunities for advancement on this job or in this company?

2) What does it take to advance in your field? Additional education? Socializing? Politicking? Is race, sex, age, income level, or marital status a factor?

3) Are you seeking advancement? If so, what steps are you taking toward that? Is having a family a hindrance or a help?

4) How easy or difficult would it be for you to get a similar job in another business, industry, or setting?

## Discrimination

1) Do women, minorities, and handicapped persons have an equal chance to enter your field? To get ahead?

2) Have you felt any discrimination because of your sex or race? If so, describe. Do you think the organization is making serious efforts in affirmative action? If so, what have they done?

P/E SR-L
CD-L TL-L

I.A.3.

## "BORN FREE: A World of Options" (Videotape)

I. Goal: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

A. Objective: Identify the current psychological and sociological status of males and females in the world of work.

3. Learning Strategy:

Instructions:

a. Explain goal and objective of strategy.

b. Have participants view the half hour color videotape "BORN FREE: A World of Options."

c. Four developmental themes are identified in the tape: expectations, socialization, choices, and changes. Discuss in small groups of five or six the messages shared by the interviewees regarding the four themes. Some suggested questions for discussion are listed below. For more detailed questions, see Project BORN FREE Video Viewers' Guide No. 1 - "BORN FREE: A World of Options."

1) What unique messages came from the adult women in the tape?
2) Why are Dr. Jeannette Piccard's words especially poignant?
3) What unique messages came from the adult men?
4) How were the messages different depending on race or class?
5) What impression does the kindergarten boy give about differences between girls and boys?
6) What are the reasons that the corporate executive gives for wanting to move "down the up staircase"?
7) In what ways are these people representative of American society at large? In what ways are they not?
8) What are the gains and losses of people changing careers and life styles?

d. Summarize.

Minimum Time Required: 30 minutes for tape
30 minutes for discussion

Resources Needed:

Materials: "BORN FREE: A World of Options" (Videotape)
Project BORN FREE Video Viewers' Guide No. 1

Outcome Criterion:

Participants will write the main generalizations which might be derived from each of the four developmental themes of the tape.

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## "Check Your Attitudes"

I. Goal: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

B. Objective: Identify traditional and nontraditional female and male roles in work and family.

1. Learning Strategy:

Note to Leader:

This strategy is important in that it clarifies societal norms of sex-appropriate activities and occupations for participants. Many people are unaware that these stereotypes are common in our culture and will discount their existence because they have not encountered them in their own experiences. Therefore, this consciousness-raising is necessary in the beginning of activity sequences for successful BORN FREE training.

You may wish to use this for pre- and post-testing. It is a good indicator of awareness change for the workshop participants and leaders.

Instructions:

a. Explain goal and objective of strategy.

b. The leader passes out copies of the "Survey of Female and Male Attitudes Toward Life Style Activities and Occupations." (Participants may be instructed that the survey is intended for individual use as a type of pre- and post-test.) Post the answer "key" when participants complete the survey.

c. The pre-test section of the test will be completed at the beginning of the workshop; participants will complete the post-test section of the survey at the end of the workshop to note if they have changed any of their responses to the particular items.

d. These suggested discussion questions could be used after completion of pre-test, in discussion groups of five to seven people.

1) Did you rate any particular items as being appropriately done by males only? If so, which items? Do these items refer to roles traditionally assumed by males?

2) Did you rate any particular items as being appropriately done by females only? If so, which items? Do these items refer to roles traditionally done by females?

3) Were there any differences in your ratings for males and females, in general, compared to your ratings of your own ability to perform the various life style activities? Were any of these differ-

ences related to your sex? Please discuss.

4) In which occupations did you indicate possible interest? Were your occupational choices heavily dominated by your sex? What cultural factors unconsciously influenced your beliefs (such as race or nationality, parenting duties, your own occupational background, education, etc.)?

5) How do your responses compare to the occupational distributions portrayed in pp. 7-9 of "Women Workers Today" (see reprinted article in previous exercise, I.A.1, "Work Force Quiz")?

6) To what extent would or do racial and ethnic group membership affect your responses to this questionnaire?

e. After completion of post-test, post the answer "key" again and same groups could discuss:

Did any of your answers change from the pre-test to the post-test? If so, which ones? Why?

f. Summarize.

Minimum Time Required: 45 minutes to 1 hour

Resources Needed:

Materials: Pen, pencil
Handouts: "Survey of Female and Male Attitudes Toward Life Style Activities and Occupations" and "key" to the survey
"Women Workers Today," reprinted article from previous exercise, I.A.1., and "Work Force Quiz"

Outcome Criteria:

Participants will have joined in the discussion and will write a paragraph describing their own attitudes and whether they have changed in any way as a result of the exercise.

## *SURVEY OF FEMALE AND MALE ATTITUDES TOWARD LIFE-STYLE ACTIVITIES AND OCCUPATIONS*

DIRECTIONS: Please read through the following list of activities and decide which activities are appropriately done by MALES, FEMALES, or BOTH MALES and FEMALES. Place an M in the blank by those items you feel are appropriately done by MALES, an F by those appropriately done by FEMALES, or a B by those activities appropriately done by BOTH MALES and FEMALES. Mark your answers in the blanks in front of each item labeled Pre-tests.

### PART A

| Pre-test | Post-test | Item | Pre-test | Post-test |
|---|---|---|---|---|
| (Mark M, F, or B) | | | (Mark + or -) | |
| ______ | ______ | 1. Sweep floors | ______ | ______ |
| ______ | ______ | 2. Clean the garage | ______ | ______ |
| ______ | ______ | 3. Wash dishes | ______ | ______ |
| ______ | ______ | 4. Fix broken windows | ______ | ______ |
| ______ | ______ | 5. Change flat tires | ______ | ______ |
| ______ | ______ | 6. Prepare meals | ______ | ______ |
| ______ | ______ | 7. Mend clothing | ______ | ______ |
| ______ | ______ | 8. Shovel snow | ______ | ______ |
| ______ | ______ | 9. Take out the garbage | ______ | ______ |
| ______ | ______ | 10. Wash floors | ______ | ______ |
| ______ | ______ | 11. Make beds | ______ | ______ |
| ______ | ______ | 12. Dust furniture | ______ | ______ |
| ______ | ______ | 13. Make repairs around the house | ______ | ______ |
| ______ | ______ | 14. Knit and sew | ______ | ______ |
| ______ | ______ | 15. Build things | ______ | ______ |
| ______ | ______ | 16. Make car repairs | ______ | ______ |

Now, whether you have actually done these activities or not, decide which activities you feel you are able to do. Place a "+" after each of the above 16 items that you feel you are able to do, or a "-" after each item you feel you are not able to do. Mark your answers in the column marked "Pre-test."

## PART B

DIRECTIONS: Please read through the following list of occupations and decide which occupations are appropriately done by MALES, FEMALES, or BOTH MALES and FEMALES. Place an M in the blank by those items you feel are appropriately done by MALES, an F by those appropriately done by FEMALES, or a B by those occupations appropriately done by BOTH MALES and FEMALES. Mark your answers in the blanks in front of each item labeled Pre-test.

| Pre-test | Post-test | Item | Pre-test | Post-test |
|---|---|---|---|---|
| (Mark M, F, or B) | | | (Mark + or -) | |
| | | 1. Plumber | | |
| | | 2. Police Officer | | |
| | | 3. Store Salesclerk | | |
| | | 4. Truck Driver | | |
| | | 5. Flight Attendant | | |
| | | 6. Nurse | | |
| | | 7. Farmer | | |
| | | 8. Counselor | | |
| | | 9. Secretary | | |
| | | 10. Doctor | | |
| | | 11. Private Household Worker | | |
| | | 12. Model | | |
| | | 13. School Principal | | |
| | | 14. Real Estate Agent | | |
| | | 15. Insurance Agent | | |
| | | 16. Sewing Machine Operator | | |
| | | 17. Molder | | |
| | | 18. Restaurant Manager | | |

If you had the necessary training needed for each of the above occupations, which ones would you like to do? Please place a "+" after each of the occupations you might like to do, or a "-" after those occupations you would not like to do. Mark each occupation with either a "+" or a "-" in the column labeled "Pre-test."

## *ANSWER KEY*

### Part A

The traditional stereotypic sex is listed for each activity. More emergent, androgynous answers for the various activities would list the roles as appropriately done by BOTH MALES and FEMALES.

1. Females
2. Males
3. Females
4. Males
5. Males
6. Females
7. Females
8. Males
9. Males
10. Females
11. Females
12. Females
13. Males
14. Females
15. Males
16. Males

### Part B

The predominant sex group for a particular occupation is stated below. More emergent and androgynous answers would rate the occupations as appropriately done by BOTH MALES and FEMALES.

1. Male
2. Male
3. Female
4. Male
5. Female
6. Female
7. Male
8. Evenly Male and Female
9. Female
10. Male
11. Female
12. Female
13. Male
14. Evenly Male and Female
15. Male
16. Female
17. Male
18. Evenly Male and Female

P/E SR-L
CD-L TL-L

## "Men: Choices and Changes" (Videotape)

I. Goal: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS THAT EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

B. Objective: Identify traditional and nontraditional female and male roles in work and family.

2. Learning Strategy:

Instructions:

a. Explain goal and objective of strategy.

b. Show the half-hour color videotape, "Men: Choices and Changes."

c. Six different segments of the videotape address various issues related to men's socialization. In small groups, discuss the most important messages from the tape. Some suggested questions for discussion are listed below, and a more lengthy list of discussion questions is available in Project BORN FREE Video Viewers' Guide No. 2 for "Men: Choices and Changes."

1) Give some examples of messages that males receive regarding acceptable and unacceptable kinds of behaviors, attitudes, and values for them to have.

2) What are the advantages and disadvantages of the traditional family model with the man alone as breadwinner?

3) What are some advantages and disadvantages of being a man in this culture?

4) What are some of the advantages and disadvantages for men who pursue atypical kinds of work?

5) What are some of the implications of two-career families?

6) Discuss some of the reasons for and implications of men not openly expressing their feelings and emotions.

7) Are there any sex differences that we want to cherish and keep intact?

d. Summarize.

Minimum Time Required: 30 minutes for tape
30 minutes for discussion

Resources Needed:

Materials: "Men: Choices and Changes" (Videotape)
Project BORN FREE Video Viewers' Guide No. 2 for "Men: Choices and Changes"

Outcome Criterion:

Participants will write at least four of the important messages they received from the tape.

## "Women: Choices and Changes" (Videotape)

I. Goal: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS THAT EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

B. Objective: Identify traditional and nontraditional female and male roles in work and family.

3. Learning Strategy:

Note to Leader:

For more intensive discussion, and for suggestions for using the videotape, see Video Viewers' Guide No. 3 for "Women: Choices and Changes."

Instructions:

a. Explain goal and objective of strategy.

b. Have participants view the half-hour color videotape, "Women: Choices and Changes."

c. The tape focuses on the career development and career patterns of women and the messages that women receive about appropriate career decisions. The developmental themes are: female socialization and expectations, occupational dreams and realities, male/female relationships, women's view of self and other women, and the reality and effects of change. In small groups of five to six persons, discuss the messages in the videotape. These questions may be used:

1) What kinds of careers were considered okay for the women in the tape? For the women in the group?

2) Were the messages that women in the group received about what was okay for them different from the messages that men received?

3) Did any of the women in the group want to be something different from what they are now? What or who prevented their actualizing their dreams?

4) Did any of the women in the group become something that they were advised and encouraged not to be? What kinds of obstacles did they have to overcome in order to fulfill their goal?

5) Are any of the women in the group working outside the home by necessity rather than choice?

6) Do the women in the group view other women as competitors or as support? What types of groups did they belong to?

7) Have they undergone any significant changes in life style or career in the past five years? Has that change affected the significant other people in their lives? If so, in what ways?

(continued)

8) What kinds of decisions about your future do you expect to make?

Summarize.

Minimum Time Required: 30 minutes for tape
30 minutes for discussion

Resources Needed: "Women: Choices and Changes" (Videotape)
Project BORN FREE Video Viewers' Guide No. 3

Outcome Criterion:

Participants will share actively in the discussion about the main messages in the tape and the corresponding effects of socialization upon their or their loved ones' lives.

# "Joe Househusband"

I. Goal: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS THAT EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

B. Objective: Identify traditional and nontraditional female and male roles in work and family.

4. Learning Strategy:

Note to Leader:

This can be an extremely powerful and threatening experience for participants, in some ways. It is difficult for some persons to reverse traditional roles for the sexes in this relationship. Others may argue that it promotes stereotyping. It is important that partners be female and male, not same sex, and that adequate time be given for completing the exercise. The "trust-level" of the group should be moderate to high for this exercise. Both parts of the activity should be used in the sequence given below.

There are two parts to this exercise. Part 1 involves participants' writing a role reversal scenario about a male househusband, focusing on the stereotypic duties traditionally assigned to a homemaker. Part 2 centers on issues involved in a dual career marriage. The format for Part 2 is also a scenario.

Instructions:

a. Explain goal and objective of strategy.

b. Part 1: Have participants pair up (preferably with a person of the other sex) and ask them to write a scenario entitled "A Typical Day in the Life of Joe Househusband." This scenario should describe the stereotypic role of the homemaker who is not employed outside the home and who has two preschool children, one of each sex. In this scenario, however, the roles have been reversed in that the person staying at home with the children is the husband, Joe Househusband. Allow participants 15 minutes to write their scenarios.

c. After participants have completed their scenarios, allow 30 minutes to share their stories in small groups of six. Then discuss; suggested questions are:

1) What was your initial response to Joe's situation? Why?
2) How might Joe's role modeling as a househusband affect his children's attitudes toward family duties?
3) What do you envision as the attitudes of the neighbors (male and female) towards Joe? Will he be invited to the neighborhood "coffee"?
4) How will Joe's parents react?

5) Who would be considered the dominant member of the family by friends? Social groups?
6) What kinds of controversial reactions might occur socially, e.g., the wife being asked what her husband does for a living?
7) If you are married: As a wife, could you see your husband in that role? Why or why not?
As a husband, could you see yourself in that role? Why or why not?

d. Part 2: Ask participants to write another scenario staying with the same partner. This scenario will involve Joe and Judy who are married and have two preschool children. Both adults work full time. They have an agreement in which the family and household responsibilities are shared. Instruct participants to consider such issues as arrangements for child care, household tasks of cleaning, cooking and laundry, doctor appointments for the children, etc. Allow participants 15 minutes to write their scenarios and 30 minutes to read their stories and discuss in small groups of six people.

e. After they have completed their scenarios, ask them to form small groups of six and share their stories--then discuss; suggested questions are:

1) Which scenario did you feel most comfortable writing? Why?
2) What advantages can the couple experience as a result of the dual-career, shared-responsibility agreement? What would be some disadvantages?
3) What advantages do you see for the children of this dual-career marriage? Disadvantages?
4) What might be the reactions of the neighbors to this family?

f. Summarize.

Minimum Time Required: Part 1: 45 minutes
Part 2: 45 minutes

Resources Needed:

Materials: Paper and pens, pencils.

Outcome Criteria:

Participants will have completed the scenarios and listed five advantages or disadvantages of a traditional career pattern (husband employed, wife home with children) and a nontraditional career pattern (dual career, shared responsibilities, etc.).

## "Facilitators/Inhibitors of Career Development"

I. Goal: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

C. Objective: Identify the limitations which traditional stereotypes of femininity and masculinity place on career options.

1. Learning Strategy:

Note to Leader:

A good introductory exercise, this activity focuses directly on career-related sex-role stereotyping. It is especially important to offer personal examples to model the type of responses the leader would like to get from participants. The topic reversal, from how "my career development was facilitated/inhibited..." to "I facilitated/inhibited another person's career development...", should provide many insights for discussion.

The activity involves three parts. Workshop leaders can choose to do one or all of the parts, depending on time limitations.

Prior to the activity, the two statements should be reflected upon by the leader, and personal examples chosen and used in presenting the activity to the participants.

Instructions:

a. Explain goal and objective of strategy.

b. Explain to the participants that they are to pair up with another person (preferably someone they do not know) and complete the following two statements:

> I feel my career development was facilitated because of being female/male...
>
> I feel my career development was inhibited because of being female/male...

c. Allow 15 minutes for sharing.

d. Ask each pair to team up with another pair (preferably people they do not know) and have the participants respond to the following statement:

> I felt I facilitated or inhibited another person's career development...

e. Allow 15 minutes for group sharing.

f. Ask each group of four to team up with another group of four, making a total of eight people in a group (preferably they should team up with a group of four they do not know).

g. Ask that each original partner introduce her/his partner to the group by relating what facilitated or inhibited her/his partner's career development.

h. Allow 20 minutes for group sharing.

i. After groups have finished sharing, reconvene as a large group. With the leader acting as scribe, discuss:

   1) Were there any similarities in responses between you and your dyad partner? Among your group of four? Among your group of eight? Discuss.

   2) Were there any similarities among males in your group? Among females? Among different races? Discuss.

   3) What were some of the major differences between the responses of the males and the females in your groups? Among different races?

   4) How did you feel when you considered your career development having been inhibited or facilitated because of your sex and/or race? Would you have liked to change the situation?

   5) Were there other factors which were as predominant in your choices, such as class, physical disability, etc.? How might such factors facilitate or inhibit choice?

   6) Which was easier for you to think of - when you were facilitated or when you were inhibited? Why?

j. Summarize.

Minimum Time Required:

Part a-c: 20 minutes
Part d-e: 20 minutes
Part f-h: 25 minutes
Discussion: 15 minutes

Resources Needed:

Materials: Paper and pencil or chalkboard for leader

Outcome Criteria:

Participants will have joined in the discussion on facilitators/inhibitors of their career development.

Leader will have written summary of discussions.

## "Introductions: Career Influencers"

I. Goal: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

C. Objective: Identify the limitations which traditional stereotypes of femininity and masculinity place on career options.

2. Learning Strategy:

Note to Leader:

This activity is designed to help participants explore the influence of others on their own career development. In addition, the activity can be helpful as an opening exercise to facilitate interaction among workshop participants who may not know each other.

Instructions:

a. Explain the goal and the objective of the strategy.

b. Distribute a 5 x 8 card, a pencil, and a straight pin to each participant.

c. Instruct the participants to print their first and last names in the center of the card, then to write responses to the following statements in the designated corners of the card:

   1) Top-left corner: Indicate one occupation deemed particularly appropriate for you by your parents while you were growing up.

   2) Top-right corner: Indicate one occupation deemed particularly inappropriate for you by your parents while you were growing up.

   3) Bottom-left corner: Write the name of the person who most influenced your first occupational choice after high school (including additional schooling and homemaking).

   4) Bottom-right corner: If you could choose any occupation to be involved in at this point in your life, starting next week, what would it be?

d. Give participants 3-5 minutes to complete their responses, then instruct them to pin on their cards.

e. Divide the participants into heterogeneous subgroups of four to six people, and instruct them to spend 20 to 25 minutes verbally sharing the information on the cards with each other. It should be made explicit to the participants that they will need to ask questions to learn about the other members of the subgroups (e.g., "Who was the person who most influenced your occupational choice? Why did you choose your particular ideal occupation?").

f. Summarize.

Alternative Strategy:

In place of "c.1" through "c.4," other career development-related stimulus questions may be substituted for this exercise at the discretion of the leader.

Minimum Time Required: 1 hour

Resources Needed:

Materials: 5 x 8 cards, pencils or pens, and straight pins

Outcome Criterion:

All participants will share two or three things learned about their subgroup members with a larger group of workshop participants.

# "The New Superintendent"*

I. Goal: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

C. Objective: Identify the limitations which traditional stereotypes of femininity and masculinity place on career options.

3. Learning Strategy:

Note to Leader:

This activity is designed to help participants begin to explore their unconscious attitudes and stereotypes about men's and women's roles. As it involves withholding information from the participants so that they do not know that they are responding to different stimuli, the activity should be undertaken only if the leader feels that the overall work of the group would not be adversely affected.

Instructions:

a. Explain the goal and objective of the strategy.

b. Divide the group into subgroups of three (3) persons each.

c. Read the following directions to the participants before passing out the worksheets:

> "You should not talk or share information with others while you make written responses on the worksheets which you will receive. I cannot answer questions while you work. You should work fairly quickly; first impressions are going to be the most helpful. Five minutes should be enough time to complete this part of the activity."

d. Pass out the worksheets. Each subgroup member will receive a different one of the three separate statements on a sheet of 8½" x 11" paper (The statements should be collated in groups of three beforehand so that distribution can be done quickly and without revealing that each member of the subgroup is receiving a different statement.)

e. The three statements are identical, except for the names. They read as follows:

> "D.A. Johnson (or Dorothy A. Johnson, or Donald A. Johnson) has just been hired as the new Superintendent of Schools for Megalopolis (pop. 500,000) and will be arriving to begin work on July 1."

---

*Adapted from M.E. Verheyden-Hilliard, A Handbook for Workshops on Sex Equality in Education (Washington, D.C.: American Personnel and Guidance Association, 1976).

Fill in responses to the following items, which are to be included in the press release.

age ____________________

salary __________________

educational background ___________________________________________

physical description _____________________________________________

marital status and family information ____________________________

hobbies __________________________________________________________

work experience __________________________________________________

f. When everyone has finished, the subgroups should spend 10-15 minutes (1) sharing their responses to the worksheet items and (2) discussing their assumptions underlying the responses. Each subgroup should be distributed a copy of the "Discussion Questions for 'The New Superintendent.'"

   1) What assumptions did you make about the three superintendents in the press release?

   2) What different kinds of data were elicited for each of the "Superintendents?" What were the reasons for these differences?

   3) On which items would you have responded differently if you had received either of the other two names? Why?

   4) What generalizations can you make about how this activity relates to the issue of sex-role stereotyping (or other kinds of stereotyping by age, race, handicap, or income level)?

g. The next 15-20 minutes should then be spent in the full group sharing information about the responses as well as feelings about the activity as a whole. You could raise the question as to which racial group persons had in mind when they filled in the data.

h. Summarize.

Alternative Strategy:

An alternate mode of conducting the exercise would be to divide the large group into three subgroups of equal size, then distribute copies of one of the three press releases to each member of the subgroup so they can reach a consensus about the issues, and the results can be compared and contrasted by bringing the three subgroups back together to discuss their results. Comparison among the three "Superintendents" therefore would not be made until the entire group had been reconvened. If the group is quite large, the first method would be preferable to this alternative method.

**Mininum Time Required:** 45 minutes

### Resources Needed:

Materials: Pencils, pens
Optional: blackboard or newsprint to consolidate data

Handouts: "PRESS RELEASE" worksheets (three different ones)
"Discussion Questions for 'The New Superintendent'"

### Outcome Criteria

Participants will have responded to the questions about the superintendent and discussed their answers and the process with which they arrived at their answers. In addition, they will respond to the following statements:

The most important thing I learned as a result of this activity:

______________________________________________________________

______________________________________________________________

______________________________________________________________

During the discussion, I felt ______________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

## *Discussion Questions for "The New Superintendent"*

(1) What assumptions did you make about the three superintendents in the press release?

(2) What different kinds of data were elicited for each of the "Superintendents?" What were the reasons for these differences?

(3) On which items would you have responded differently if you had received either of the other two names? Why?

(4) What generalizations can you make about how this activity relates to the issue of sex-role stereotyping? Stereotyping of other kinds (race, age, income, physical handicap, marital status)?

## *PRESS RELEASE*

"The New Superintendent"

D.A. Johnson has just been hired as the new Superintendent of Schools for Megalopolis (pop. 500,000) and will be arriving to begin work on July 1.

Fill in responses to the following items which are to be included in the press release:

age:

salary:

educational background:

physical descriptions:

marital status and family information:

hobbies:

work experience:

## *PRESS RELEASE*

### "The New Superintendent"

Dorothy A. Johnson has just been hired as the new Superintendent of Schools for Megalopolis (pop. 500,000), and will be arriving to begin work on July 1.

Fill in responses to the following items which are to be included in the press release:

age:

salary:

educational background:

physical description:

marital status and family information:

hobbies:

work experience:

*PRESS RELEASE*

"The New Superintendent"

Donald A. Johnson has just been hired as the new Superintendent of Schools for Megalopolis (pop. 500,000) and will be arriving to begin work on July 1.

Fill in responses to the following items which are to be included in the press release:

age:

salary:

educational background:

physical description:

marital status and family information:

hobbies:

work experience:

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I.C.4.

## "Early Sex-Role Messages"

I. Goal: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

C. Objective: Identify the limitations which traditional stereotypes of femininity and masculinity place on career options.

4. Learning Strategy:

Instructions:

a. Explain the goal and objective of the strategy.

b. Divide the participants into heterogeneous groups of five to eight persons.

c. Distribute newsprint and felt-tip markers to all the groups.

d. Each group will respond to one of the following stimulus statements for 20 minutes, with one person from each group to be designated by the group as a recorder. Equal numbers of work groups should respond to each statement. The stimulus statements are as follows:

1) Growing up as a female, I learned that I should...
2) Growing up as a male, I learned that I should...
3) As a female, my daughter has learned that she should...
4) As a male, my son has learned that he should...

Each statement should be completed with as many examples as possible of applicable behaviors, attitudes, and values. (See the guidelines for brainstorming in the introductory section of this packet.)

e. Bring together all the subgroups responding to stimulus questions "d.1" and "d.2," and ask them to compare and contrast their responses for 15 minutes. Likewise bring together all the subgroups responding to stimulus questions "d.3" and "d.4."

f. Reconvene the full group to make comparisons among the responses of all the subgroups. In particular, emphasis should be placed on comparing the kinds of messages received by participants themselves while they were growing up with those received by their own children. Post the newsprint for the participants to see, and refer to the suggested discussion questions in g. below. A total of 20 to 30 minutes should be allocated for this phase of the activity.

It should be noted that for workshops with large numbers of participants the discussion described above would be more productive in smaller groups rather than in one large group.

g. Suggested discussion questions to aid in the processing of this strategy are as follows:

1) What were some feelings you experienced when doing this exercise? Did some of the messages for your sex seem relevant to your childhood experiences?

2) What are the assumptions behind the various messages?

3) Did you ever wish you were the other sex? When?

4) How do you feel the messages would have differed for you, personally, had you been of the other sex? Another race, ethnic group, or economic class?

5) Give some examples of people, institutions, etc., that tend to reinforce these messages.

6) Give some examples of people, institutions, etc., that try to reduce stereotypic messages.

h. Summarize.

Minimum Time Required: 1¼ hours

Resources Needed:

Materials: Newsprint, felt-tip pens, masking tape

Outcome Criterion:

Participants will list at least eight messages they received during their childhood which were related to expected sex-role behavior, attitudes, or values. Each message should be identified further as facilitating or inhibiting career development.

## "Impact of Social Policy"

I. Goal: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

C. Objective: Identify the limitations which traditional stereotypes of femininity and masculinity place on career options.

5. Learning Strategy:

Note to Leader:

Most people are not aware of the extent to which government social policy decisions affect equal opportunity for women and men. This strategy is to raise awareness of this fact, as well as to stimulate reflection on the value issues involved. A fairly high consciousness of sex-role issues in participants may make this activity more useful. The activity should be placed at the middle or end of a training sequence.

Instructions:

a. Explain goal and objective of strategy.

b. Pass out copies of "None of This Is Anti-Feminist" and ask participants to read it. (At some point, be sure to call attention to the date--March 1977.)

c. Discuss in large group (or in small groups) the following questions:

1) What are the main points of the article?
2) What were your overall reactions to the article? What did you agree and disagree with?
3) Who are the secondary workers who "could take the poorer paid jobs?"
4) Is it just an oversight that the speaker talks about encouraging women who are single parents to remarry but doesn't mention men who are single parents?
5) Do you think social policy related to employment practices should determine that wages and jobs be based on need, e.g., that families which need more income should receive first chance at jobs?

(This of course has been an assumption that has been applied only to women as a group; i.e., it has been assumed that women as a group don't need an income because their husbands will support them.)

6) If one believes, as the memo writer does, that in most cases it is important to provide the male head of the family with the opportunity to work, what are the implications for recent fair employment laws and policies for women?

7) Besides employment, how are other kinds of social policy areas (e.g., credit, social security, pensions) affected by the policy he proposes?

d. Summarize.

Minimum Time Required: 30-45 minutes

Resources Needed:

Handouts: "None of This Is Anti-Feminist." (The Spokeswoman, 1977)

Outcome Criterion:

Participants will identify and explain three implications for women of the social policy the memo writer proposes.

*From a March, 1977 internal Labor Department memo on welfare reform from Arnold Packer, Assistant Secretary for Policy Evaluation and Research, to Secretary F. Ray Marshall (emphases added):*

### *"NONE OF THIS IS ANTI-FEMINIST"**

"...One can think of the traditional American family structure with two parents and children in which the family head goes out to work and makes enough of a living to keep the family together. *The major thrust of any program ought to be to support this as the predominant situation for Americans.* Secondly, for families in which there are small children and only one parent, there should be enough support for those families to live a dignified life. *The incentives should be arranged so that individuals prefer the two-parent arrangement. The earnings at work should be sufficiently greater than the dole on welfare to encourage families to stay together or to encourage women who are single parents to remarry.* Meeting these objectives means providing jobs and/or training to family heads who are unemployed and earning subsidies to working poor families.

*"...Although many persons do work for very low wages, the greater portion of these workers do not have family responsibilities.* Moreover, secondary workers are coming into the labor force at a rapid rate and these could take the poorer paid jobs that are left open as family heads move on to better positions. We are looking at the data now and hope to be able to support that statement with some facts.

"...Economists are not accustomed to differentiating among people on the basis of family responsibilities. According to the theory, individual wages should equal their marginal product and should not be based upon need. The significance of the family itself has no place in the traditional theory. *But the family may be the most important institution in the country.* While policy should not strive to keep bad marriages together, it should strive to provide an economic foundation families can depend on. Therefore, it seems especially important that family heads be given the opportunity to have a decent job.

"The policy conclusion is to target the public service jobs on families and not on individuals. None of this is anti-feminist. It could be the woman in the family who takes the job. Moreover, job availability provides enough financial independence for a woman to leave a bad marriage situation and know that she can make a living on her own. *But for most cases, it is important to provide the male head of the family with the opportunity to work."*

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*From: "None of This Is Anti-feminist," The Spokeswoman, July 15, 1977, 8, p. 10. Copyright Women's Washington Representative, 854 National Press Bldg., Washington, D.C. 20045. Reprinted with permission.

P-E SR-M
CD-L TL-H

I.C.6.

## "Masculine/Feminine - A Reading"

I. Goal: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

C. Objective: Identify the limitations which traditional stereotypes of femininity and masculinity place on career options.

6. Learning Strategy:

Note to Leader:

This is a powerful reading that can be used effectively as either a stimulus for discussion or for closure in a workshop session. This reading would be most effectively done by a female-male team. It may also help to set the mood by asking participants to go through a body relaxation exercise or playing a record or both.

Instructions:

a. Explain goal and objective of strategy.

b. Have a man and woman read "Masculine/Feminine" to large group, alternating lines as appropriate.

c. Discuss.

   1) How did you feel hearing what was just read?
   2) What parts related/did not relate to you?
   3) What implications does this reading have for the development of persons? For careers?
   4) What does this say about one of the differences between feminine and masculine characteristics?

d. Summarize.

Minimum Time Required: 45 minutes

Resources Needed:

Att. art.: "Masculine/Feminine" (Roszak and Roszak 1969)

Outcome Criteria:

Participants will list three major points from the reading.
Participants will respond to the following statement: "During the reading, I felt..."

## *"MASCULINE/FEMININE"**

He is playing masculine. She is playing feminine.

He is playing masculine because she is playing feminine. She is playing feminine because he is playing masculine.

He is playing the kind of man that she thinks the kind of woman she is playing ought to admire. She is playing the kind of woman that he thinks the kind of man he is playing ought to desire.

If he were not playing masculine, he might well be more feminine than she is--except when she is playing very feminine. If she were not playing feminine, she might well be more masculine than he is--except when he is playing very masculine.

So he plays harder. And she plays . . . softer.

He wants to make sure that she could never be more masculine than he. She wants to make sure that he could never be more feminine than she. He therefore seeks to destroy the femininity in himself. She therefore seeks to destroy the masculinity in herself.

She is supposed to admire him for the masculinity in him that she fears in herself. He is supposed to desire her for the femininity in her that he despises in himself.

He desires her for her femininity which is his femininity, but which he can never lay claim to. She admires him for his masculinity which is her masculinity, but which she can never lay claim to. Since he may only love his own femininity in her, he envies her her femininity. Since she may only love her own masculinity in him, she envies him his masculinity.

The envy poisons their love.

He, coveting her unattainable femininity, decides to punish her. She, coveting his unattainable masculinity, decides to punish him. He denigrates her femininity - which he is supposed to desire and which he really envies - and becomes more aggressively masculine. She feigns disgust at his masculinity - which she is supposed to admire and which she really envies - and becomes more fastidiously feminine. He is becoming less and less what he wants to be. She is becoming less and less what she wants to be. But now he is more manly than ever, and she is more womanly than ever.

Her femininity, growing more dependently supine, becomes contemptible. His masculinity, growing more oppressively domineering, becomes intolerable. At last she loathes what she has helped his masculinity to become. At last he loathes what he has helped her femininity to become.

---

*Excerpt from: "Introduction." In Roszak, B., and Roszak, T., eds., Masculine/ feminine: Readings in sexual mythology and the liberation of women. (New York: Harper and Row, 1969), pp. vii-viii. Permission granted.

So far, it has all been very symmetrical. But we have left one thing out.

The world belongs to what his masculinity has become.

The reward for what his masculinity has become is power. The reward for what her femininity has become is only the security which his power can bestow upon her. If he were to yield to what her femininity has become, he would be yielding to contemptible incompetence. If she were to acquire what his masculinity has become, she would participate in intolerable coerciveness.

She is stifling under the triviality of her femininity. The world is groaning beneath the terrors of his masculinity. He is playing masculine. She is playing feminine. How do we call off the game?

P/E SR-M
CD-L TL-M

I.C.7.

## "Double Jeopardy"

I. Goal: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

C. Objective: Identify the limitations which traditional stereotypes of femininity and masculinity place on career options.

7. Learning Strategy:

Note to Leader:

The intent of this activity is to raise awareness of the situation of women who face double discrimination of sex and race. Try to bring out the effects of double discrimination. If you perceive your audience to all be white, then ask questions such as, "How might experiences be different for members of other races?" and "Have any of you witnessed or experienced such differences?"

Instructions:

a. Explain goal and objective of strategy.

b. Distribute copies of handout, "Racism/Sexism: An Analysis," and "Incidents for Discussion: A Worksheet" to all participants.

c. Allow time for all to complete worksheet.

d. Divide into groups of three to five participants; compare and discuss answers.

e. In large group, report and discuss the findings of small groups.

f. Distribute copies of "Sexism and Racism: One Battle to Fight" and discuss.

g. Summarize.

Minimum Time Required: 45 minutes

Resources Needed:

Materials: Pencils
Handouts: "Racism/Sexism: An Analysis"
"Incidents for Discussion: A Worksheet"
"Sexism and Racism: One Battle to Fight" (Chisholm)
References: Terry (1974), Terry (1970), Hernandez (1974)

Outcome Criteria:

Participants will identify "incidents," the stereotyped behavior which caused it, and participate in the small group discussion.

## *INCIDENTS FOR DISCUSSION: A WORKSHEET*

Instructions:

After reading the handout, "Racism/Sexism: An Analysis," write incidents from readings or personal knowledge illustrating each concept in the handout, using the following examples. (NOTE: You will be asked to share what you have written in small groups, but have the option of choosing what you want to disclose.)

1. Give an example of an attitude; for instance, "All good chefs are men," "Indians are lazy and always drunk."
2. Give an example of assignment of role; such as kindergarten teachers expected to be female, and all women expected to fulfill only nurturant roles.
3. Give an example of exploitation; such as the exploitation of Native Americans when Manhattan Island was purchased in exchange for some trinkets.
4. Give an example of individual stereotyping; such as the refusal of an employer to hire a woman with children, although it is not the policy of the organization.
5. Give an example of cultural stereotyping; such as the generally shared belief that Asian-American women make good traditional housewives or "really know how to wait on a man."
6. Give an example of institutional stereotyping; such as the refusal of certain labor unions to admit women into their membership or the prohibition by private clubs of minorities as members.
7. Give an example of intentional stereotyping;* such as the calling a Black man "boy" or saying, "Black women are bitches."
8. Give an example of unintentional stereotyping;* such as "I'm going to lunch with the girls."
9. Now, give an example from your own personal experience of one incident when you were the victim of or a participant in any one of the eight forms of stereotyping described.
    a) Describe the incident.
    b) Identify both the style of stereotype (using one of the eight forms) and the specific stereotype(s) (race, sex, physically disabled, economic class, etc.).

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*What differentiates between an intentional versus unintentional instance of stereotyping is whether or not the person doing it is conscious of his/her intentions.

## *RACISM/SEXISM: AN ANALYSIS**

### Definition of Racism

RACISM is:

Any attitude or institutional structure which subordinates a person or group because of race,

and/or

any assignment of roles in society on the basis of race,

and/or

exploitation of minority persons, individually or as a group by majority persons.

Racism can be:

Individual, cultural or institutional

and/or

Intentional or unintentional.

### Definition of Sexism

SEXISM is:

Any attitude or institutional structure which subordinates a person or group because of their sex,

and/or

any assignment of roles in society on the basis of sex,

and/or

exploitation of females, individually or as a group, by males, or vice versa.

Sexism can be:

Individual, cultural or institutional

and/or

Intentional or unintentional.

### Racism and Sexism

Exist wherever a culture is ethnocentric and/or gendercentric, power is not shared, resource distribution is inequitable, and institutions are closed and inflexible - all for the supposed benefit of one group. Can be intentional or unintentional.

### Double Bind (Double Jeopardy)

The situation of minority women in the United States where they are discriminated against on the basis of both sex and race.

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*Summarized from an article by Robert Terry, "The White Male Club," Civil Rights Digest, 3, Spring 1974, pp. 36-42.

# *SEXISM AND RACISM: ONE BATTLE TO FIGHT**

by Congresswoman Shirley Chisholm

It is obvious to me that we black Americans can no longer look on our struggle for full participation in American society as one that is isolated from that of other second class groups. Discrimination against blacks because of the color of their skin is no more--or less--anathema to basic civil rights than is discrimination against groups because of their religion, creed, sex, or sexual orientation. When discrimination is at work, it is because those who hold power are creating petty and arbitrary barriers for the purpose of denying equal participation to those who, if allowed to compete freely within the system, would threaten the status of the power holders.

More Americans participating fully in our society, more Americans allowed to compete for top policy-making roles in government, business, and industry, would make it more difficult for the mediocre men--who have wrecked our economy, involved us in civil wars abroad, and divided us at home--to hold onto their power by limiting the corps of potential competitors.

## ROLE POWER

The device used to limit competition is that of assigning different roles to the different groups in society. White males have assigned to themselves such roles as president of the United States, corporate executive, industrialist, doctor, lawyer, and university professor. They have assigned to white women such roles as housewife, secretary, PTA chairman, and schoolteacher. Black women can now be schoolteachers, too, but they are most prominently assigned to such domestic roles as maid, cook, waitress, and babysitter. Black men are thought to be good porters, bus drivers, and sanitation men.

These are roles that have been ingrained into the minds of all of us, and any attempt on the part of white women, black women, or black men to rise above their particular role is looked on with apprehension by the white males who form the establishment. All too often the potential for full intellectual development and goal realization on the part of ethnic minorities and women is suppressed by white males' denying these groups the appropriate job training and educational opportunity necessary to assume a role that white males consider to be their domain.

I do not mean to suggest that there is anything degrading about work as a domestic, a clerk, a teacher, or anything else that is honest and satisfying; hard work at any occupation can be fulfilling and rewarding. But I do object to assigning certain roles to particular groups on the basis of sex and color when there is no generic reason for doing so. And I resent the efforts of white males to limit competition for the more prestigious and higher paying occupations.

Blacks, Spanish-speaking Americans, and Indians have long objected to the exclusiveness of the establishment. Today women are voicing their objections too, and statistics tell us why. Among all employed American women, 82 percent are clerks, saleswomen, factory workers, farm workers, or in service occupations. Six percent are medical and health workers, college teachers, or other professional and technical workers. Just 5 percent are managers, officials, or proprietors. If women are, as the U.S. Department of Labor has concluded, more reliable on the job and less frequently absent from work than men, what is the reason for their preponderant employment at the lower level positions and pay scales? Quite simply, it is discrimination.

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*From: Personnel and Guidance Journal, 1972, 51, pp. 123-126. Permission to reprint granted by both Shirley Chisholm and Personnel and Guidance Journal.

Women are sick and tired of being told, "See how far you've come? You've come a long way, baby." If that's so, then why is it that of 10,000 civil service employees in jobs paying $26,000 a year or better only about 150 are women? Why is it that fewer than 1 percent of federal policy-making positions are held by women?

The truth of the matter is that the top policy-making positions in the American establishment remain in the hands of white males who are not responsive to the needs of the poor, of minorities, or of women. And we are not in a position to regulate their actions and inactions--their failure to control inflation and unemployment, their failure to respond to the call of consumers for better products at nonexorbitant costs--because regular citizens such as you and I have no power to control or replace them as long as they deny the great majority of Americans the opportunity to compete freely in our society.

Yet there is hope for oppressed groups--if we unite and challenge the forces that now hold the power in our country. This is an effort that requires these groups--minorities, women, consumers--to come together and demand representation in the high councils of the establishment, and it also requires that we forget about role playing and seek to allow persons to engage in work suited to their intellectual and physical abilities.

## JOINING FORCES

Blacks must realize that there are other groups who face discrimination and who, for reasons of their own self-interest, are willing to join forces in breaking down petty and arbitrary barriers against fully productive careers within the mainstream of American life. This is why I have long spoken out in favor of coalition politics, and it is why I have been disturbed that some persons do not understand the wisdom of joint action.

Black women surely know the value of such action. We face discrimination based on both racism and sexism. And it is important for us to be involved in both black and women's liberation.

Critics of this position suggest that we should first become liberated as a people. I say there is no need to fight two different battles; we should fight both at the same time. There is an argument that women's lib is a white woman's thing and that the role to which white women have been assigned should not concern black women. Nothing, in my view, could be further from the truth, since the proponents of "black liberation only" envision that black women will someday play the same kind of role that white women now play: that of the American woman.

Cheryl Clark of the *New York Amsterdam News* has attempted to define the "American woman." She says, "A man comes along and chooses a woman he'll support in exchange for her having and raising kids, keeping house, cooking, shopping, being faithful, tryin' to be halfway attractive, and whatever else."

Such a role does not take into consideration either the needs or the talents of a woman, particularly the present-day black woman. When we consider the fact that 29 percent of black households are headed by women, we cannot expect these women to fit into this definition of the American woman. When we consider the fact that many other black and white women have to work in order to help their husbands with the bills, we cannot expect them to fit the definition either. When we honestly admit that some women are assertive and aggressive, we cannot expect these women to resign themselves to being housewives--not without their being frustrated in that capacity.

The women's movement seeks to present an alternative to the "American woman," one I feel is much more conducive to the peculiar nature and needs of the black woman.

I strongly take issue with those persons who say that it is time for black women to step back and let black men take the lead. I certainly do not object to black men taking the lead in our struggle for equal rights in America. Yet I believe that we should not place emphasis on black women stepping back; we should rather emphasize the need for black men to step ahead. We cannot afford to have any of our people stepping back!

Neither do I look on the struggle for equal rights as an all-black thing. Every American who believes in liberty and justice for all must join the struggle for equal rights for blacks and Indians, Puerto Ricans and Chicanos, and women. Progressive Americans should join in the struggle to end *all* forms of discrimination in America and to end the narrow-minded approach of assigning stereotypic roles to particular groups. Human beings cannot be assigned so easily, since we are unique in our individual abilities and characters. Liberation in America must therefore transcend ending discrimination against a particular race. It must entail ending discrimination because of sex, origin, and religion as well.

We must work to create a climate in which it will not be unusual or novel for a black or an Indian or a woman to run for a national office or advance to a high executive position. We must work to create a climate in which Americans are allowed to move up in the system solely on the basis of their intellect, perseverance, and physical ability.

## "Career Lifeline"*

I. Goal: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

D. Objective: Relate their understanding of sex biases and prejudices to their personal values, family background, peer group, and communications with family members regarding the acceptability and appropriateness of careers and lifestyle patterns.

1. Learning Strategy:

Note to Leader:

The concept of a career is defined broadly in BORN FREE. It includes job, lifestyle, and life roles over the lifespan (see "Glossary of Terms" in appendix). This career lifeline activity is valuable in introducing this concept, in helping participants get acquainted, and in raising the trust level of the participants. Sharing of lifelines should include questions and answers.

Instructions:

a. Explain goal and objective of strategy.

b. Pass out 8 x 14 or larger paper, felt-tip pen, ball point, or magic marker, and explain that each person will do a career lifeline.

c. Then give these directions:

1) Draw a line, horizontally, across the middle of the page (it can be shaped to show "ups and downs"). On one end mark "B.C." (began career) and on the other end mark "E.C." (end career). Put an "X" on the continuum where you are now.

2) Using symbols, stick figures, or other pictures, indicate factors which have influenced your career. Include persons, places, events, and decisions. Place the positive factors above the line, negative factors below the line, and neutral factors on the line.

3) If your maleness or femaleness has been a factor, circle the factor in a different color.

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*Adapted from L. Sunny Hansen, in course "Counseling and Career Development of Women" (Minneapolis: University of Minnesota, 1971); from Emily Taylor Women's Resource and Career Center, A Woman's Place Is...An Overview of Women and Work (Lawrence, Kansas: University of Kansas, 1977); and from N. Scholz, J. Prince, and T. Miller, How to Decide (Princeton, N.J.: College Entrance Examination Board, 1976).

4) Use the following symbols to indicate the decisions:

- = worst decision
+ = best decision
! = when greatest risk was taken
X = obstacle which kept you from doing something you wanted to do
? = critical decision coming up

5) Project into the future and place symbols on the career lifeline at appropriate points for your goals, hopes, and aspirations.

d. When each person has finished, break into groups of three or four to process the activity by sharing the meaning of each symbol. Have people identify those with whom they have had a particularly close relationship, adding more symbols during processing, if appropriate. With exclamation points (!) indicate any surprises or "aha's." (They should share only what is comfortable to share.) These discussion questions could be used during the processing:

1) What part has your occupation played in choosing your lifestyle considerations (friends, vacation time, amount of money earned, clothes you wear, etc.)? Or vice versa?

2) How much of your career was planned vs. how much just happened?

3) What did you learn for/about yourself from doing your career life line (consistency/inconsistency in personal/professional growth etc.)?

4) How might career lifelines vary because of race or economic class? Physical disability?

e. Summarize

Minimum Time Required: 1¼ hours

Resources Needed:

Materials: Leader provides example of his/her own lifeline.
Paper (8 x 11 or larger), pencil, felt-tip pen, or magic marker.

Outcome Criteria:

Participants will have completed a lifeline and shared it with others. Participants will have listed five new insights which the strategy provided.

## "Magic Seminar"

I. Goal: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

D. Objective: Relate their understanding of sex biases and prejudices to their personal values, family background, peer group, and communications with family members regarding the acceptability and appropriateness of career and lifestyle patterns.

2. Learning Strategy:

Note to Leader:

This is essentially a small-group activity. The limit for effective group size is seven to eight.

On a longer term inservice basis (a few days to a week), this seminar can be used to form a support group for participants throughout BORN FREE experiences. For example, the same group can meet twice daily over the week and discuss a different topic at each meeting. This is useful in raising the "trust level" of groups.

The "Magic Seminar" can also be utilized on a shorter basis (e.g., only once) using the same rules and topics mentioned in the exercise. The structure provides a good framework for discussing any topic the leader decides is important. It ensures that all group members will be heard and that others have the opportunity to listen.

The leaders are encouraged to brainstorm their own topics for the needs of their groups. It is important that these additional cues be phrased in an open-ended manner (see cues 1-8 in "b" below).

Instructions:

a. Explain goal and objective of strategy.

b. Leader establishes rules for seminar. Leader must strictly enforce these rules if the activity is to be effective.

1) Everyone has his/her own personal space.
2) Everyone will have a chance to talk.
3) No put-downs or evaluations allowed.
4) You may ask contributor to clarify statements.
5) "Own" your feelings and opinions.
6) Everyone should listen attentively--use first names.

Utilize one of the following cues as topics for discussion:

1) A time I felt good being a man (male)/female (woman).
2) A time I felt bad being a man (male)/female (woman).

3) A time I felt good and bad being a woman/man.
4) A time I got in trouble for my sex-role attitudes.
5) A time I felt uncomfortable in dealing with an aggressive man/woman.
6) A time I felt uncomfortable in dealing with a passive man/woman.
7) A time I felt uncomfortable in dealing with an assertive man/woman.
8) Some of the sex differences I'd like to retain.
9) My earliest memory that I was my sex.
10) Use your own topic. Suggest that people make up their own cues, for example, modifying the statements to include race, class, etc. No. 5 could become: "A time I felt uncomfortable dealing with an aggressive Black (white) man/woman."

c. At end of session, leader and members sum up by noting similarities and differences in contributions.

d. Summarize.

Minimum Time Required: 45 minutes

Resources Needed:

Materials: Pencils/pens, paper

Outcome Criteria:

At end of workshop, participants will write one paragraph describing their feelings about the seminar, using the following:

1) "What I enjoyed about the seminar was..."
2) "What I would have changed about the seminar was..."
3) "What I learned about myself was..."
4) "What I learned about others in relation to myself was..."
5) "What I learned about the influence of my sex/race on my career development was..."

P-E SR-M
CD-L TL-L

I.D.3.

## "Occupational Family Tree"*

I. Goal: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

D. Objective: Relate their understanding of sex biases and prejudices to their personal values, family background, peer group, and communications with family members regarding the acceptability and appropriateness of career and lifestyle patterns.

3. Learning Strategy:

Note to Leader:

There are some groups or individuals who might not feel comfortable discussing their family or their past history. Be sensitive to that possibility with your audience.

While occupations are no longer passed down from father to son, mother to daughter, there is some evidence that occupational aspirations and values are passed on from generation to generation. This activity will help participants become aware of the occupational "messages" they have received and acted on.

Discussion of the strategy is critical for personal clarification and awareness of implications in the transfer of occupational aspirations and values.

Instructions:

a. Explain goal and objective of strategy.

b. Ask participants to complete the " Occupational Family Tree" worksheet showing the occupations held by their parents, grandparents, and other relatives.

c. Discuss the results, in small groups of five to six people, using the questions provided:

1) What occupation is the most common in your family as far as you know?
2) What is the most common occupation on your father's side? Mother's side?
3) What occupation is most common among the men in the family? Among the women in the family?
4) Can you see any pattern in the occupational choices of your family? What?

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*Adapted from Emily Taylor, Women's Resource and Career Center, A Woman's Place Is...An Overview of Women and Work (Lawrence, Kansas: University of Kansas, 1977).

5) If one occupation seems to occur quite frequently, can you give reasons why it does?
6) Do your own occupational aspirations bear any relationship to the occupational patterns of your family? How?
7) Do you see the pattern of family occupational choices influencing the occupational choices made by your children? How?
8) What other things in your family history have influenced you? Examples:

   - economic class
   - family interest
   - family friends
   - relatives
   - attitudes of parents
   - religious connections
   - discipline
   - special family events
   - places lived
   - ethnic background
   - racial group

9) What did it mean to be masculine/feminine in your family? How does this vary with other families? By race? By economic class? By ethnicity?
10) What kinds of roles did your mother and father play in the family? In parenting? In child care? In cooking? In outdoor chores?
11) How do your own attitudes about marriage and family affect your attitudes about occupational options?

d. Summarize.

Minimum Time Required: 45 minutes

Resources Needed:

Handout: "Occupational Family Tree" worksheet
Materials: Pencils, pens

Outcome Criterion:

After completing the "Occupational Family Tree" worksheet, participants will be able to identify and suggest reasons for any trend that may appear in the occupations of their family members.

## *OCCUPATIONAL FAMILY TREE*

Fill in the blanks with the occupation of the relative described

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| M | F | M | F | M | F | M | F |

Paternal Great-Grandparents

Maternal Great-Grandparents

Grandmother

Grandfather

Paternal

Grandmother

Grandfather

Maternal

Father's Brother/Sister

Father's Brother/Sister

Mother's Brother/Sister

Mother's Brother/Sister

Father

Mother

Brother

Brother

Me

Sister

Sister

## "Family Portrait"

I. Goal: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

D. Objective: Relate their understanding of sex biases and prejudices to their personal values, family background, peer group, and communications with family members regarding the acceptability and appropriateness of careers and lifestyle patterns.

4. Learning Strategy:

Note to Leader:

It is evident that family members have an effect on our sex-role and career-role attitudes and behaviors. This strategy will help participants become aware of these influencers.

Although the descriptors assigned to significant others and participants are important, be sure to stress the artwork aspect of the activity. This can be a powerful clue to how the participants view themselves in relation to family members.

This exercise could be done in conjunction with "Career Lifeline," I.D.1.

Instructions:

a. Explain goal and objective of strategy.

b. Divide participants into groups of four to five members, and pass out paper, crayons, and pencils.

c. Then give out these directions:

1) First, generate a list of adjectives that describe people and their actions, with at least some pertaining to sex-role attitudes and development (e.g., egalitarian, stereotyped, traditional, assertive).

2) Draw with pencil and/or crayon "family portraits" of members of your family (including self) and other significant persons in your development.

3) List adjectives--those generated and those of your own choice--appropriate to describing each individual in family portrait.

d. Have participants discuss the portraits, especially focusing on the influence of family members on sex-role and career-role socialization. Participants could discuss:

1) Which members were facilitative/inhibitive in their influence on your sex- and career-role attitudes and behaviors? How?

2) How did you respond to these influences?

e. Summarize.

**Minimum Time Required**: 1 hour

**Resources Needed**:

Materials: Large drawing paper, crayons, pencils.

**Outcome Criterion**:

Participants will list the influences of other family members in the development of their sex-role and career-role attitudes and behaviors.

## "Peer Messages"

I. Goal: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

D. Objective: Relate their understanding of sex biases and prejudices to their personal values, family background, peer group, and communications with family members regarding the acceptability and appropriateness of careers and lifestyle patterns.

5. Learning Strategy:

Note to Leader:

People receive many messages (explicit and implicit) from their group that influence their attitudes and behavior. This is another strategy that is helpful for getting acquainted and personalizing the concept of sex-role stereotyping. Creating an attitude of some openness in the group will enhance the exercise and raise the group's trust level. Comparing message lists between groups is a critical aspect of the strategy for discussing commonalities and differences for the participants.

Instructions:

a. Explain goal and objective of strategy.

b. Divide into diverse groups based on age and sex. Groups should include five to eight members, be mixed according to sex, and have a wide range of ages and races, if possible.

c. Ask groups to brainstorm completions to the sentences below:

   1) What did it mean to be feminine/masculine among your peers when you were a child? Include implicit (subtle) as well as explicit (overt) messages.

      Girls/women should/should not...
      Boys/men should/should not...

   2) Record these on large sheets of paper.

d. Share and compare in large group:

   1) Were there any commonalities or differences?
   2) Which of these messages were inhibiting or facilitating for your career development?
   3) Have the messages you have received from your peer group changed since you were a child? In what way?
   4) Are the messages different for persons of different ethnic, racial or income backgrounds? For physically or mentally handicapped?

e. Summarize.

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**Minimum Time Required**: 40 minutes

**Resources Needed**:

Materials: Large sheets of paper and marking pens

**Outcome Criterion**:

Participants will share and compare three or four "should"/"should not" messages they received in small groups and reflect in their journals on these discussions.

## "Family Messages"

I. Goal: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

D. Objective: Relate their understanding of sex biases and prejudices to their personal values, family background, peer group, and communications with family members regarding the acceptability and appropriateness of career and life style patterns.

6. Learning Strategy:

Note to Leader:

Another activity useful in getting acquainted, it focuses on family messages that affected personal career development. Make sure that participants choose persons they do not know for partners. Compiling messages at the end of the exercise is important for the group.

Instructions:

a. Explain goal and objective of strategy.

b. Pass out a 5" x 8" card and pencil to each participant.

c. Have them identify two messages that they received at home about the acceptability and appropriateness of occupations and career choices. One message should have facilitated career awareness or career selection, and the other message should have limited their career options or career awareness.

d. Have the group divide into pairs and share their experiences with their partners. Allow ten minutes for sharing.

e. Have the group return and list (on the blackboard or an overhead) results in two columns. One would be examples of messages that limit career options, and the other would be examples of messages that facilitate career options.

f. If there are no examples of subtle messages (or very few), raise the question, "What are examples of messages that are subtle or less obvious?" "Does a frown or smile convey a message of appropriate or non-appropriate behavior?"

g. Continue the list.

h. Summarize.

Minimum Time Required: approximately 45 minutes

**Resources Needed:**

Materials: 5" x 8" cards, pencils, blackboard or overhead projector.

**Outcome Criterion:**

Participants will have completed the activity and be able to list two examples of subtle inhibiting and/or facilitating messages they or others have received based on their particular sex.

## "It Could Happen to You..."

I. Goal: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

D. Objective: Relate their understanding of sex biases and prejudices to their personal values, family background, peer group, and communications with family members regarding the acceptability and appropriateness of careers and lifestyle patterns.

7. Learning Strategy:

Note to Leader:

Role playing can be one of the most powerful strategies for attitude and behavior awareness. As a vehicle for personal change, it can also be effective.

Role taking can be extremely threatening and disastrous. A relatively high level of trust and openness in the group is very important for success. Be sure to follow the guidelines in the introductory material. It is important that the first role-playing scenarios be successful so the participants will relax and get involved in later situations. Try to pick situations with which participants may personally identify in the role play. Spontaneous interventions by the leader during the role plays may be productive for the group.

Instructions:

a. Explain goal and objective of strategy.

b. Have the participants role play situations which demonstrate atypical sex-role models, such as the following, and then discuss them.

   1) A boy is trying to convince his father that it is best for him to study dress designing rather than architecture.

   2) A girl is trying to convince her mother that she should enlist in the army rather than attend the local secretarial school.

   3) A young couple is trying to explain to their parents why the wife is attending medical school while her husband works as an auto mechanic to support them until she graduates.

   4) A teenage daughter announces to her parents her desire to go to West Point Academy.

   5) A boy announces to his parents his desire to become a home economics teacher or a ballet dancer.

   6) A daughter/son comes home from school with a black eye and a story of how she/he defended her/himself.

c. Summarize.

Minimum Time Required: 15 minutes for each role-play situation plus 10 minutes to prepare and 10 minutes to discuss.

Resources Needed:

Materials: Possibly "props" for role plays and slips of paper with role-playing situations described.

Outcome Criterion:

Participants will list the ways in which these role-play situations have reflected their sex-role attitudes.

P-E SR-L
CD-L TL-L

I.D.8.

## "Male/Female Films"

I. Goal: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

D. Objective: Relate their understanding of sex biases and prejudices to their personal values, family background, peer group, and communications with family members regarding the acceptability and appropriateness of careers and lifestyle patterns.

8. Learning Strategy:

Note to Leader:

Films are very effective in introducing sometimes controversial topics. Watch carefully for participants' reactions during the presentations as a cue for later discussion. Make sure some discussion time is allotted for each film. Try to show both We Are Women and Men's Lives because it is important to emphasize the female and male focus of BORN FREE.

Instructions:

a. Explain goal and objective of strategy.

b. View the film We are Women (narrated by Helen Reddy, film length 29 minutes).

c. Have workshop participants discuss origins and perpetuators of sex-role attitudes and behaviors, as the film depicts them, and their implications.

d. View the film Men's Lives (length 43 minutes).

e. Have workshop participants discuss origins and perpetuators of sex-role attitudes and their implications. Differences in race, ethnic background, or economic class chould be noted.

f. Summarize.

Minimum Time Required: Day one - 1 hour
Day two - 1½ hours

Resources Needed:

Films - We are Women and Men's Lives - available through Audio-Visual Resources, University of Minnesota, 3300 University Avenue, St. Paul, MN
16mm projector

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Outcome Criterion:

Participants will list three specific origins and three specific perpetuators of sex-role attitudes and behaviors as depicted in the films and discussed following the films. (A short checklist of possible perpetuators and origins could be drawn up. Then participants could check only those perpetuators and origins viewed in the film or brought out in the discussion relating to the film.)

## "Parenting - Three Generations" (Videotape)

I. Goal: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

D. Objective: Relate their understanding of sex biases and prejudices to their personal values, family background, peer group and communications with family members regarding the acceptability and appropriateness of career and lifestyle patterns.

9. Learning Strategy:

Note to Leader:

Leader should read the Video Viewers' Guide and review Videotape No. 5, "Parenting--Three Generations," prior to using this strategy. It presents the perspective of three generations of parenting, their expectations, choices and changes in role socialization. Workshop leaders should be sensitive to the level of awareness of the audience and readiness to deal with some of the issues presented.

Instructions:

a. Explain the goal and objective of strategy.

b. Introduce the tape as a tool to help people think about the influence, effects, and power of parenting.

c. Read to the audience the segment from the Video Viewers' Guide on BORN FREE concepts and definitions.

d. Show the 30-minute color videotape.

e. Discuss in small groups of five to seven. Suggested discussion questions might include:

   1) In retrospect, how does Dr. Jeannette Piccard see her role as parent? What do you think she means by allowing the children to "do their own suffering"? How are you allowing your children to do their own suffering? In what ways did you do your own suffering? In what ways might that view be related to the concept of learned helplessness?
   2) Dr. Hansen mentions "the outer limits of human possibilities." What might have been or yet might be the outer limits of your possibilities? In what ways can we better provide for our children's reaching the outer limits of their humanness?
   3) Evie Donald says she and Bill are in a couple of different places in their awareness of sexism. Where are you and your partner, parents, family? Whose level of awareness are you closest to?

4) What were some "shoulds" and "should nots" in Dr. Piccard's life? In your parents' lives? In your children's lives? How did her parents' expectations of her life differ from her own expectations? How did her parents differ from yours? Yours differ from your children's? Which did J. Piccard follow? Which did you follow? Which parent's expectations are your children following?
5) Guidance played an important role in Dr. Piccard's life at a crucial time. How did it become an essential ingredient in the happiness of her own children? What risks did she take in seeking guidance? In what ways might our children's lives profit through our seeking guidance?
6) What does Dr. Hansen mean by bias-free, person-centered parenting? What is an example from your life? Is there any way to become bias free?
7) How does Harriett Haynes see experiences for her children as different from what she experienced? If parents follow through on their convictions about sex-role-free child rearing, how will messages that they give to their children be different?

Minimum Time Required: 5 minutes - introduction
30 minutes for tape
25 minutes for discussion

Resources Needed:

Materials: Videotape No. 5, "Parenting--Three Generations"
Video Viewers' Guide No. 5: Parenting--Three Generations

Outcome Criterion:

After viewing and discussing the tape, each viewer will identify three of the most significant strengths to positive parenting.

## "The Joy of Choosing" (Videotape)

I. **Goal**: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

D. **Objective**: Relate their understanding of sex biases and prejudices to their personal values, family background, peer group, and communications with family members regarding the acceptability and appropriateness of career and lifestyle patterns.

10. **Learning Strategy**:

Instructions:

a. Explain goal and objective of strategy.

b. Have participants view the half-hour color videotape "The Joy of Choosing."

c. This tape portrays a variety of individuals who have made many choices in their lives. Some were quite traditional while others were not. Discuss in groups of five to six the ideas generated by the people portrayed. Suggested questions are:

1) Was there anyone on this tape with whom you could identify? Who? Why?

2) What are some of the obstacles faced by women engaged in nontraditional careers?

3) What are some of the obstacles faced by men engaged in nontraditional careers?

4) What types of risks have you taken? What rewards have resulted?

5) What types of problems can result when one member of a relationship chooses to change? Discuss the ways the families mentioned on the tape grew as a result of these changes.

6) What types of support do people in nontraditional fields mention? What type of support does the homemaker have?

7) What impression does the kindergarten boy give as to the age when children become aware of sex roles?

d. Summarize.

**Minimum Time Required**: 30 minutes for tape
30 minutes for discussion

**Resources Needed:**

Materials: Videotape No. 4, "The Joy of Choosing"
Video Viewers' Guide No. 4: The Joy of Choosing

**Outcome Criterion:**

Participants will write a paragraph discussing one important choice they made and the risks involved.

P-E SR-M
CD-M TL-L

## "Media Are the Message"

I. Goal: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

E. Objective: Identify the ways in which language, the media (e.g., television, radio, films, books, magazines, songs) and other ways of communicating reflect, create, and reinforce career-related sex-role stereotyping.

1. Learning Strategy:

Note to Leader:

The media and community reflect and perpetuate many aspects of career-related sex-role stereotyping. This strategy will help participants become aware of some of these messages and brainstorm their effects on occupational choices of girls and boys.

In addition, this activity is designed for a week-long workshop. It can be adapted to shorter time allotments by advanced planning with participants. Some knowledge of sex roles and career development by participants is necessary for making accurate observations.

Instructions:

a. Explain goal and objective of strategy.

b. During the period of one week, have participants keep a list of career-related sex-role stereotyped statements communicated in these surroundings:

   1) On the job (people, memos, ads, newsletters, educational materials, etc.)

   2) In the community (stores, restaurants, community group meetings, church, social gatherings, newspapers, etc.)

   3) In the home (parents, relatives, books, TV, games, etc.)

   Note: Emphasize looking for the number and type of different ethnic and racial models portrayed in the observations.

c. After the record has been kept for one week, have participants bring statements to the workshop. Ask them to form small groups and make observations about the lists.

d. Record these observations.

e. Discuss how these statements could affect occupational choices of girls and boys in the small groups. Try to reflect on the effects of quantity and quality of ethnic and racial models on children's attitudes and behaviors.

f. Rejoin in the large group and continue discussion.

g. Summarize.

Minimum Time Required: 45 minutes in small groups.
30 minutes in large group.

Resources Needed:

Materials: Pencils and paper.

Outcome Criterion:

Participants will note in journals when such sex-biased statements are made and reduce their own use of such statements.

## "Collective Collage"

I. **Goal:** PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

E. **Objective:** Identify the ways in which language, the media (e.g., television, radio, films, books, magazines, songs) and other ways of communicating reflect, create, and reinforce career-related sex-role stereotyping.

2. **Learning Strategy:**

Note to Leader:

It is evident that the media reflect and perpetuate career-related sex-role stereotyping. By constructing collages of men and women "in the world of work," participants will gain an understanding of this aspect of society.

The collages constructed will give the leader an idea of the awareness level of participants.

The use of artwork in activities is also constructive as it relaxes participants and may facilitate communication among them. Bring a diversified collection of magazines for this exercise.

Instructions:

a. Explain goal and objective of strategy.

b. Divide participants into mixed sex groups of four and assign them to construct a group collage depicting either "men at work" or "women at work" based on the ads and stories in the newspapers and magazines supplied.

c. When the collages have been completed, have each "men at work" group pair with a "women at work" group.

d. Discuss:

1) What types of work are illustrated/mentioned in each collage?
2) Was only paid work included? Were both women and men shown working in the home (caring for children, etc.) and working outside the home?
3) Are the careers represented traditional or nontraditional for that sex?
4) How do participants feel about this particular view of men or women at work?
5) Was it difficult to find the pictures you wanted to portray egalitarian roles? To what extent do the media stereotype careers for men and women? Does this facilitate or inhibit a broad range of choices for both sexes?

6) Are the stereotypes more evident for minority men and women? Are minorities represented at all?
7) To what extent do the models in the collage reflect and/or perpetuate racial and ethnic stereotypes?

e. After discussion, the collages should be taped up around the room used for workshop.

f. Summarize.

Minimum Time Required: 1½ hours

Resources Needed:

Materials: Picture magazines, newspapers (preferably with color pictures), scissors, glue, crayons, magic markers, poster board sheets or large sheets of drawing paper.

Outcome Criterion:

Based on the collage of men or women at work constructed by each group, participants will write a paragraph in their journal describing their view of how the media (newspapers and magazines) portray men or women at work.

P-E SR-M
CD-M TL-L

I.E.3.

## "What's Wrong with This Picture?"

I. Goal: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

E. Objective: Identify the ways in which language, the media (e.g., television, radio, films, books, magazines, songs) and other ways of communicating reflect, create, and reinforce career-related sex-role stereotyping.

3. Learning Strategy:

Note to Leader:

This strategy, dealing with media influence on stereotyping, is designed for a two-day period but can be done in a shorter time by furnishing the materials needed or by advanced planning with participants.

Instructions:

a. Explain goal and objective of strategy.

b. Divide participants into groups of pairs.

c. Assign them (or allow them to choose) a media influence (pleasure books, textbooks, greeting cards, fairy tales, ads--newspapers, magazines, tapes from radio, T.V. commercials--or newspapers, e.g., "Ann Landers," and comics).

d. Have them bring to the next meeting a random sampling of the media influence chosen.

e. In small groups assess how the sample materials (media influences) contain or do not contain sexism and how the materials would influence children and adults in their sex-role and career-role orientation. Include observations on how minorities and physically handicapped persons (male and female) are depicted and the extent to which this may reflect and/or perpetuate stereotypes.

f. Rejoin the large group to allow participants time to share their findings with members of groups investigating other media influences.

g. Summarize.

Minimum Time Required: part c: 10 minutes
part e: 30 minutes
part f: 30 minutes

Resources Needed:

Materials: Small groups bring in or the leader furnishes (see above examples).

Outcome Criterion:

Participants will list three specific examples of how they found that media influence the socialization process.

P-E SR-M
CD-M TL-L

I.E.4.

## "Fantastic Voyage"

I. Goal: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

E. Objective: Identify the ways in which language, the media (e.g., television, radio, films, books, magazines, songs) and other ways of communicating reflect, create, and reinforce career-related sex-role stereotyping.

4. Learning Strategy:

Note to Leader:

Direct observations of media influencers often have a powerful impact on participants. A field trip to a commercial area of town can be an effective way to illustrate the role of media in career-related sex-role stereotyping. A moderate level of awareness of career development and sex roles would make the activity most productive.

Instructions:

a. Explain goal and objective of strategy.

b. On a field trip to a downtown area, pairs of participants walk and observe models (human and environmental, e.g., billboards, clothing, shop displays).

c. Make lists of observations which reinforce traditional and nontraditional roles.

d. After returning from field trips, groups of six to eight share resulting lists and observations.

e. Discuss how the things seen would inhibit or facilitate career sex-role behavior.

f. Summarize.

Minimum Time Required: 45 minutes - field trip
30 minutes - discussion

Resources Needed:

Materials: Paper for recording observations, pens and pencils.

Outcome Criterion:

Participants will write two statements aimed at reducing sex-role stereotyping that could have been made to a child who might have accompanied them on their field trip.

## "Seeing Is Believing"

I. Goal: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

E. Objective: Identify the ways in which language, the media (e.g., television, radio, films, books, magazines, songs) and other ways of communicating reflect, create, and reinforce career-related sex-role stereotyping.

5. Learning Strategy

Note to Leader:

Although the influence of TV messages on male and female roles has not been a major focus of BORN FREE, the power of the media should not be overlooked or ignored. Participants should be made aware of ways in which media messages, along with those from parents, peers, and educators, influence student self-perceptions and career options. Leaders may wish to supplement this strategy with actual analysis of TV programs and commercials.

Instructions:

a. Explain the goal and objective of the strategy.

b. Have participants read the handout "Seeing Is Believing: Toward Visual Media Free of Bias" (Pickens, 1977).

c. Suggestions for discussion:

1) Why does special attention need to be given to visual media?
2) In what subtle and not-so-subtle ways do visual messages communicate sex-role stereotypes?
3) What kinds of messages are communicated about men and women and their roles in current popular television shows?
4) In what ways are race, age, and sex stereotypes similar?

d. Summarize.

Minimum Time Required: 45 minutes

Resources Needed:

Handout: "Seeing Is Believing: Toward Visual Media Free of Bias" (Pickens, 1977)
Reference: Pickens, Rao, and Roberts (1977)

Outcome Criterion:

Participants will list five criteria for discerning sex bias in visual media.

## *SEEING IS BELIEVING*[1]

### AVOIDING SEXISM

Laws and suggestions regarding treatment of the sexes discussed elsewhere in the book relate equally well to visual media and some points are crucial here, for example: sex-role stereotyping.

Grant equal respect to women and men in visual media and avoid trivializing or stereotyping either sex. Visual media often foster the notion that men always are dominant and women always subordinate. Depict women and men of comparable work levels or positions equally. For example, photos might show both standing or sitting to reinforce their equality. Depicting the man seated at his desk and the woman standing at his side supports women-as-subordinate thinking. Even when dealing with supervisory relationships, positive human relations may be fostered by attention to positioning of the subjects.

Visual media also frequently support the idea that men are responsible persons while women are not. For example, a story or slide presentation showing only some of the people working on a project presents the communicator with a choice about subjects to use--and about equal treatment. If all the supervisors are men (as is still often the case), the result will be all-male groupings if the communicator elects to depict only the top people. An alternative is to select subjects that represent a cross section of the staff and thereby give recognition to some women--and a broader range of employees.

Perhaps the most obvious reinforcement of sex-role stereotyping is the treatment of women as pretty, sociable and shallow. Such sexism often occurs at grand openings and similar occasions. Showing the local beauty queen about to cut the ribbon substantiates limited thinking about abilities of women. As one option, picture a prominent businesswoman (or businessman) doing the honors or otherwise participating in the opening, thus supporting expanded thinking about the abilities of women.

Of course, the communicator has to work with what is available. If a beauty-queen picture must be used, make it one giving the woman some depth, such as showing her interested in merchandise at the new store. Illustrate that she knows how to do something besides cut ribbons.

Represent both women and men in visual media. Following this guideline can be as simple as checking faces in the viewfinder before shooting, carefully selecting the footage to use or cropping judiciously.

A balance need not be struck in every photograph, slide or film segment. The total publication, slide presentation or film should be evaluated, as should the organization's total communication effort for an extended period of time.

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[1] From: Pickens, J. E., "Seeing Is Believing: Toward Visual Media Free of Bias." In J. E. Pickens, P. W. Rao, and L. C. Roberts (Eds.), Without Bias: A Guidebook for Nondiscriminatory Communications. San Francisco: International Association of Business Communicators, 1977. Permission granted.

Cartoons easily can contribute to biased communication since much humor is still based on sex-role stereotypes. The characterization of women as dumb broads with no business sense often appears, as does the characterization of men as inept around the house. Such cartoons should be avoided and consideration given to substituting others that still are humorous--but that make a statement about equal treatment. Wise use of the element of humor can be a light-hearted, subtle way to discourage stereotyping.

The artist bringing life to objects such as machinery or office equipment should refer to the points made previously about stereotyping and representation. For example, illustrations may depict the big, fast, sleek car as male and the compact, dumpy, utility model as female. Such treatment isn't realistic and can be offensive.

Adhere to non-sexist writing principles in cutlines, scripts and other language associated with visual media, as set forth elsewhere in this publication.

## AVOIDING RACISM AND ETHNOCENTRISM

Grant equal respect to people in visual media, without regard to racial or ethnic group. Avoid situations that consistently show members of any racial or ethnic group as superior or inferior. No matter how subtle, the implication is that certain racial or ethnic groups belong in particular roles, for example, Chicanos consistently portrayed as blue-collar workers or Asians as loyal, subservient employees. Racial or ethnic slurs used in cartoons are offensive to many people and are rapidly becoming unacceptable put-downs for any audience.

Subjects should be depicted as they are. Asian skin is not bright yellow; shades of brown or tan are more true to life. Facial structures vary greatly among Chinese, Japanese and Koreans and blacks don't all look alike, either in skin tone or facial structure. Allowing time to research can result in more accurate communication.

Portray in visual media a balanced representation of racial and ethnic groups. As outlined in the discussion on equal representation of the sexes, plan, shoot, crop, sketch and edit for a realistic balance. Note the word "realistic"; communication should reflect the proportionate makeup of the organization or community, not an artificial one. If a communicator takes affirmative action by seeking out and including a visual balance of racial and ethnic groups at a wide range of job levels, he or she may help improve that makeup by encouraging persons to aspire to roles that have traditionally been out of reach.

Adhere to nondiscriminatory writing principles in cutlines, scripts and other language associated with visual media.

## AVOIDING OTHER FORMS OF DISCRIMINATION

Other forms of discrimination occur based on age or physical or mental ability. Again, the guidelines are similar to those applied to sexism or racism.

Grant equal respect in visual media to persons of all ages and abilities. Present a balanced representation of ages and abilities. Adhere to nondiscriminatory writing principles in cutlines, scripts and other language associated with visual media.

P-E SR-L
CD-L TL-L

I.E.6.

## "Stereotypes of the Physically Disabled"

I. Goal: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

E. Objective: Identify the ways in which language, the media (e.g., television, radio, films, books, magazines, songs) and other ways of communicating reflect, create, and reinforce career-related sex-role stereotyping.

6. Learning Strategy:

Note to Leader:

The attached article should be assigned to be read prior to the session (or allow ten to fifteen minutes for reading during the workshop). It may be helpful to also include the two pages from the "Fact Pack" section which focus on the physically disabled.

Instructions:

a. Have participants form small groups and discuss their reactions to the article. Suggested questions are:

    1) What was your overall response to the article?
    2) Was the information new or surprising to you?
    3) How would you feel if you were physically disabled? Do you think about it at all?
    4) How might being physically disabled affect one's opportunity for equal employment (include both internal and external factors)?
    5) How might being physically disabled affect one's career development?
    6) How does your institution facilitate career development of the physically disabled? For example, what images are portrayed in textbooks and other materials? Are buildings barrier free? Are there any programs aimed at reducing stereotypes, discriminatory practices, and barriers?

b. Report back to large group.

c. Summarize.

Minimum Time Required: 45 minutes plus time to read the article

Resources Needed:

Attached article: "Media Portrayals of Disabled People: A Study in Stereotypes" (Biklen and Bogdan, 1978)

**Outcome Criteria:**

Participants will list three stereotypes of the disabled, three examples of non-stereotypic language uses, and two examples from their institution of ways in which the institution facilitates or inhibits career development of the physically disabled.

# *MEDIA PORTRAYALS OF DISABLED PEOPLE:*
# *A STUDY IN STEREOTYPES*[1]

by Douglas Biklen and Robert Bogdan

"Handicapism" refers to the stereotyping, prejudice and discrimination practiced by society against disabled people.[2] The term provides a perspective by which we may analyze experiences, policies and practices related to disabilities.

Handicapist barriers have prevented the integration of disabled people into the mainstream of our society. This has made it easy to ignore the extent to which disability affects our population. Far from being a condition that affects only a few people, disability affects significant numbers of our population. The American Coalition of Citizens with Disabilities estimates that disabilities affect 36 million people--one out of every six people in the U.S.

As this sizeable and increasingly activist group of disabled people voices its concerns, we become more aware of the extent to which handicapism pervades our society. Handicapism is prevalent in education, employment, literature, the mass media, architectural and transportation design and in a multitude of other areas. Handicapism affects us *all*--both disabled and non-disabled people--just as we are *all* affected by racism, sexism, ageism and other negative, harmful attitudes.

One of the manifestations of handicapism--again as with racism, sexism, etc.--has been a profusion of negative stereotypes that serve to reinforce society's oppression of a minority group. As with stereotypes about Third World people and women, some stereotypes about people with disabilities draw upon--but distort--reality. While disabled people *do* experience some real limitations--decreased ability to hear, see or walk, for example--*most* of the limitations associated with being disabled derive from society's response to disability. (As one activist has said, "Our bodies make us disabled, but society makes us handicapped.") Society's negative stereotypes also draw upon myth, reflecting "truths" that upon close examination turn out to be false. Businesses, for example, frequently state that hiring a disabled worker will be costly in terms of insurance, special privileges, time missed for illness, etc., whereas studies show that none of these "facts" is true.

An interesting aspect of stereotypes about disabled people is that they often embrace two diametrically opposed concepts. In the same way that women have sometimes been viewed as either "saints" or "whores," perceptions of disabled people often reflect "two-sides-of-a-coin" extremes. (People with

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[1] From: Interracial Books for Children Bulletin, 8 (6 & 7), 4-9. Reprinted with permission of the Council on Interracial Books for Children, 1841 Broadway, N.Y., N.Y. 10023. Free catalog available on materials to counter racism and sexism in the classroom.

[2] The word "handicap" comes from the practice of beggars who held "cap in hand" to solicit charity--and the word reflects the dependent position in which society places disabled people.

## DISABLED--YES; HANDICAPPED--NO:
## THE LANGUAGE OF DISABILITY

Society's misconceptions about people with disabilities are reinforced by negative, handicapist terms--terms like "cripple," "spastic," "idiot." Continued use of these words contributes to the negative self-images of disabled people and perpetuates handicapist attitudes and practices.

One goal of the disability rights movement is the elimination of handicapist language--in speech, in media, in classrooms, in library card catalogs. The CIBC urges parents, librarians and teachers to be alert to handicapist terms and, when these words do come up, to ask that people think about their offensive implications.

Try to avoid all terms that dehumanize or objectify disabled persons, all terms that characterize disabled persons as dependent or pitiable, all terms that perpetuate the myth that disabled persons are incapable of participating in the life of a community.

There is considerable controversy about some terms. The word "handicap" is rejected by many disability rights activists because of its historic associations with "begging" and society's negative stereotypes. However, it is still the preferred term of the federal government and is the terminology used in the new legislation to protect disabled people against discrimination. The term "exceptional" has been favored for a number of years by some advocacy groups--for example, the Council for Exceptional Children in Reston, Virginia, and *Exceptional Parent*, a journal published in Massachusetts for parents of disabled children. Many disability activists consider this a euphemism. Massachusetts recently passed a law--Chapter 766--that prohibits labeling of any kind. Children with disabilities in Massachusetts are henceforth to be identified only as "children with special needs." The Massachusetts law is considered to be progressive, but there is some criticism that it gives legitimacy to a phrase that emphasizes a person's "neediness."

In deciding on terminology, *Bulletin* editors gave serious consideration to "physicalism," another term advanced by disability activists. Physicalism may be defined as discrimination based on physical appearance and was, therefore, considered too broad a referent for the kinds of disabilities discussed in this *Bulletin*. Future *Bulletin* articles will explore the broader topic.

We have selected the word "disability" as a positive reference to physical or developmental conditions, but we have used "handicapism" because of its negative connotations to describe society's oppression of disabled people.

(cont.)

Below are examples of terminology which, in the light of the new awareness, are considered to be offensive. Preferred substitutes are listed to the right. Some of these terms may appear awkward when first used, but groups using them find that they become readily acceptable after a short while.

| OFFENSIVE | PREFERRED |
|---|---|
| handicap, handicapped person | disability, disabled person |
| deaf and dumb, deaf-mute, the deaf | deaf, hearing disability, hearing impairment |
| mongoloid | Down's syndrome |
| cripple, crippled | orthopedic disability, mobility impaired, disabled person |
| the blind | blind person, sight disability, visually impaired |
| retard, retardate, idiot, imbecile, feeble-minded | retarded, mental impairment, mentally disabled |
| crazy, maniac, insane, mentally ill | emotional disability, emotional impairment, developmentally disabled |

RELATED TERMS TO AVOID: The Minnesota 1976 Governors Conference on Handicapped Individuals proposed that the following entries be deleted from library catalogs: Abnormal children; Abnormalities, Human; Atypical children; Children, Backward; Children, Retarded; Children, Feeble-Minded.

disabilities are, for example, seen as asexual and, on the other hand, as insatiable "sex degenerates"; as helpless victims of violence and, at the same time, as evil and frightening villains.) In addition, as will be pointed out, handicapist stereotypes are often interrelated and reinforce each other.

We believe with the Council on Interracial Books for Children that an effective way to begin counteracting handicapist stereotypes is to alert readers, especially young readers, to their presence. As a step toward this goal we have informally surveyed a range of classic literature as well as popular contemporary media. We have concluded that although a few books and films treat disabilities sensitively and accurately, most do not.

We observed, too, that even the most sensitive materials overplay individual solutions to disability problems without referring at all to societal factors that can cause disability, or to societal discrimination against disabled people.

Drawing on the images of disabled people revealed by our survey, we have compiled the following annotated list of handicapist stereotypes. This list is a first step, intended mainly to alert readers and stimulate thought. We ask you to join us in further illuminating handicapist stereotypes and in developing strategies to counteract handicapism.

## HANDICAPIST STEREOTYPES

1. The disabled person as pitiable and pathetic. This image is often projected in newspapers and in charity drive solicitations for "the needy" or "handicapped." Remember the old "March of Dimes" posters? Though the posters have been changed in response to protests, the concept is still alive and well in the yearly telethons held to raise money for people with cerebral palsy and muscular dystrophy. (At a 1977 demonstration protesting the annual United Cerebral Palsy Telethon, Disabled in Action, a disability rights organization, stated: "Fund-raising telethons are demeaning and exploitative 'shows' which celebrate and encourage pity.")

In literature the pitiable and pathetic stereotype is reflected in the characterizations of Philip Carey in *Of Human Bondage* and Laura Wingfield in *The Glass Menagerie.* This stereotype is often used by authors as a device for revealing another character's goodness and sensitivity. In such instances, the disabled persons seem to have been included primarily so that a main character can be seen showing love, kindness and pity toward them. "Pitiable and pathetic" characters are often portrayed as having hearts of gold, which serves to elicit even greater feelings of pity (rather than genuine compassion) from audiences or readers. Tiny Tim in *A Christmas Carol* is an example, as is Porgy in the Gershwin opera *Porgy and Bess.* This patronizing stereotype springs in part from the feelings of superiority that non-disabled people harbor towards people with disabilities.

2. The disabled person as object of violence. In reality, disabled people are often victims of violence. However, the absence in literature and other media of a full range of roles for disabled people renders this type of portrayal a stereotype that strongly reinforces society's view that people with disabilities are totally helpless and dependent. The films *Woman in a Cage* and *What Ever Happened to Baby Jane?* are examples. In the former, Olivia DeHavilland, in a wheelchair, is trapped in an elevator by a band of youthful thieves while they ransack her apartment. In the latter, Joan Crawford (also in a wheelchair) is wholly at the mercy of her diabolical and murderous sister, Bette Davis. Another example is *Wait Until Dark*, in which a blind Audrey Hepburn ultimately outwits a bunch of thugs but only after they have thoroughly terrorized her in their search for a drug cache in her house. TV crime shows often sensationalize violent assaults against people with disabilities.

3. The disabled person as sinister and/or evil. The classic example of this common stereotype is Shakespeare's *Richard III.* Exploiting people's negative perceptions of physical disability, Shakespeare distorted the appearance of the king (who in real life was not disabled) to accentuate the evil dimension of his personality:

> I, that am curtail'd of this fair proportion,
> Cheated of feature by dissembling nature,
> Deform'd, unfinisht, sent before my time
> Into this breathing world, scarce half made up,
> And that so lamely and unfashionable
> That dogs bark at me as I halt by them
> Why, I, in this weak piping time of peace,
> Have no delight to pass away the time
> Unless to spy my shadow in the sun,
> And descant on mine own deformity:
> And therefore, since I cannot prove a lover,
> To entertain these fair well-spoken days,
> I am determined to prove a villain,
> And hate the idle pleasures of these days. (Act I, Sc.1)

Captain Ahab in Herman Melville's *Moby Dick* becomes so undone by the white whale's destruction of one of his legs that he sacrifices himself and most of his crew in obsessive pursuit of revenge. Melville uses Ahab's disability to build a sinister and foreboding atmosphere as, for example, when narrator Ishmael hears Ahab's false leg tapping back and forth across the deck in the middle of the night.

In fairy tales, there is the malicious *Rumpelstiltskin* and the mean witch (who "leans upon a crutch") in *Hansel and Gretel*. Classic children's literature has exploited this stereotype to the hilt. Take Stevenson's *Treasure Island*. In evoking the terror and suspense that mark this book's opening pages, the key elements are the disabled characters Black Dog and Pew. The former is introduced as a "tallow-faced man, wanting two fingers." This minor disability sets a tone that is built up when the second man is described as that "hunched and eyeless creature," and it is the latter who hands Billy Bones the dread black spot. In addition, when Long John Silver is introduced as a good guy, there is only a casual mention of the fact that he has a wooden leg. Later, when his treachery is revealed, the references to his "timber" leg become ominous and foreboding.

Examples in modern media are the maniacal and fascistic Dr. Strangelove in the movie of the same name, who has multiple disabilities; the villains in the movies *Dirty Harry*, *The Sting* and *Burn, Witch, Burn*--all of whom limp; and the profusion of disabled villains in the James Bond films.

4. The disabled person as "atmosphere." Blind musicians, newsdealers and the "blind man with a cup" are frequently thrown in for seasoning in movies and TV stories, a practice which dilutes the humanity of disabled people by reducing them to the status of colorful or curious objects. They become like Sherlock Holmes' hat and pipe or Detective Columbo's rumpled raincoat. Related to this stereotype is the depiction of disabled people as exotica. People who are displayed in so-called "freak shows" are victims of this stereotype (General Tom Thumb, a dwarf in P.T. Barnum's sideshows, is a famous example). These shows are, in a sense, disability pornography in that they encourage prurient fascination with disabilities.

5. The disabled person as "Super Crip." This stereotype is somewhat akin to the depiction of Third World characters as having "super" qualities to make them deserving of acceptance and respect by white people, except that with disability, the person is often assigned what amounts to a magical ability. "Longstreet" and "Ironsides," TV's super private eyes, are striking examples. Longstreet, who is blind, has developed superhuman hearing to offset his inability to see. Ironsides, though paralyzed, has extraordinary mental powers as well as unusual calm in the presence of adversity. His name, colloquial for wheelchair, echoes the naming of characters according to their disabilities found in many children's books. A positive feature of "Ironsides" is that the show has helped educate viewers about architectural access issues and has underscored the importance of certain aids to some physically disabled people. Unfortunately, the various ramps and other special aids available in Ironsides' fictional environment are not provided for disabled people in real life. Real-life expressions of this stereotype appear frequently on the pages of the *National Enquirer, Midnight, Readers' Digest* and other publications which regularly feature the extraordinary achievements of disabled persons who "overcome"--thus becoming a credit to their "race."

6. The disabled person as laughable. The nearsighted Mr. Magoo is the quintessential fool, epitomizing society's perceptions of certain conditions of being--in this case, physical disability--as humorous. Blissfully unaware of his nearsightedness, Magoo bumbles through life wreaking much havoc and unmindful of numerous dangers to himself. Although he survives everything, we--the aware audience--know that his survival is due only to chance and not to ingenuity on his part. The old Dean Martin/Jerry Lewis films (still being rerun on TV) often featured Lewis mimicking various disabilities and thereby soliciting many a laugh. And a recent skit on the Richard Pryor show portrayed with extraordinary insensitivity the condition of people with disabilities. Pryor apparently intended to satirize religious "quacks" who exploit people, but in the process disabled people got put down too. People who have suffered hearing loss are frequently made the butt of jokes in comedy routines when they misinterpret what is said to them.

Some stories portray a disabled person as the brunt of other people's chicanery. In the Russian folk-tale *The Little Humpbacked Horse*, Ivan the Dullard is helped out of numerous jams by the "Super Crip" horse--who has magic powers. Yet an aspect of this story, as with many similar tales, is that the one presumed to be foolish inadvertently makes fools of the so-called "normal" characters. This recurring theme is undoubtedly a kind of stereotype but one that results in poetic justice.

7. The disabled person as his/her own worst--and only--enemy. The popular media often portray disabled people as self-pitiers who could "make it" in society if only they would stop being "bitter" about their "fate," think positively and rise to The Challenge. The legitimate anger which disabled people may feel about society's abuse is misrepresented as unfounded bitterness that has its roots in the person's character. Hence, this stereotype helps "normal" people to avoid confronting the anger's true causes--which implicate the attitudes and practices of "normals" and of "normal" society. Just as victims of racist or sexist oppression are blamed for adversities they encounter, so does this stereotype place blame on disabled people for their difficulties. TV medical shows like "Marcus Welby, M.D." are some of the worst offenders here. These shows generally ignore the institutional

barriers society places in the way of disabled people, as well as the pervasive and devastating discrimination they experience....Children's authors seem to be especially fond of this stereotype, perhaps because they regard it as effective for promoting self-help and determination in young readers. But given the realities, a degree of self-pity on the part of disabled people may be quite functional and appropriate.

8. The disabled person as burden. This stereotype is linked to the concept that all people with disabilities are helpless and need to be taken care of by "normal" people. While it is true that disabled people have a range of special needs--from mild to severe--the perception that they are burdens is engendered by the difficulties our society imposes on meeting their needs. Generally speaking, a burden is something one wishes to be rid of; hence, the constant recurrence of the "burden" image in media objectifies and dehumanizes. At the same time, it can falsely enhance the image of the person who bears the "burden" at the expense of the disabled person. It's important to recognize that people with disabilities are, first and foremost, human beings who are capable of much independence and of interacting with others in mutually rewarding ways. Lenny, the mentally retarded character in *Of Mice and Men,* is an interesting case in point. While most people view Lenny as being utterly helpless and dependent on hero George, actually Lenny's physical strength provides the economic basis of George's livelihood. In addition to feeling affection and caring for Lenny, George is dependent on *him.*

9. The disabled person as non-sexual. Disabled people are almost always portrayed as totally incapable of sexual activity. Remember the song "Ruby, Don't Take Your Love to Town" that was popular during the Vietnam war years? A veteran begs his lover not to let a war injury that has incapacitated him sexually come between them. A more common manifestation of this stereotype, however, is omission of the sexual dimension from characterizations of people who are disabled. In fact, they are rarely shown in a loving relationship of any kind. The previously cited Detective Ironsides is portrayed as having *had* a love life once upon a time before he was shot in the spine, and, thus, put out of commission. His "old flames" turn up occasionally to join him in soulful reminiscences about their lost love, but nothing's happening in the here and now. (Again, although some disabilities may limit an individual's sexual activity, the assumption that disabled people are non-sexual beings is false and unreal.) Interestingly, shows are beginning to appear on TV that in some ways counter this particular stereotype. *Other Side of the Mountain*, the story of Jill Kinmont, is a particularly honest film.

The flip side of this stereotype is the portrayal of disabled persons as sex-starved or sexually degenerate (comic books are particular offenders here). Another curious reversal is that *men* with certain mild disabilities--especially ones sustained in war--are often viewed as exceptionally brave and/or sexy. This image has been effectively exploited in the "classic" ads for Hathaway shirts featuring a man with an eye patch (this campaign, first used in the 1950's, has recently been revived). Lord Nelson and Moshe Dayan are real-life examples. In a macho society, women similarly disabled are not seen in such a glamorous light.

10. The disabled person as incapable of fully participating in everyday life. This stereotype is mainly one of omission in that disabled people are rarely shown as integral and productive members of society--as part of the work force, as functioning members of families, as students or teachers, etc. The absence of such portrayals feeds the concept that disabled people are inferior human beings who should be segregated (a concept that fortunately seems to be on the way out). Movies like *Charly* and *Larry*, about mentally retarded people, reinforce this concept. Charly is presumed to be incapable of doing anything except sitting on a park swing. Larry is reintegrated into society *only* when it's discovered that he isn't retarded--the implication being that retarded people are hopeless dependents who require lifelong institutionalization. Regular inclusion of disabled people as participants in society would lend emphasis to the extremely wide range of things they *can* do, rather than to what they cannot do.

* * *

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The authors wish to express their indebtedness for the pioneering work of Bruce Dearing, Barbara Baskin, Abby Campbell Hunt and Madeleine Cohen Oakley in the area of disability stereotypes in literature and film. They also appreciate the insights on disabilities in folk-tales shared by Patricia Crook.

## "Breaking Stereotypes"

I. Goal: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

F. Objective: Identify a variety of role models available both in occupations and career patterns.

1. Learning Strategy:

Note to Leader:

This is a fairly difficult exercise to introduce but valuable in benefits that can result from its use. In explaining the activity, it would be helpful to present a sample description that would illustrate the purpose of the activity.

In writing the descriptions participants must first clarify their stereotypic views of each person and job before attempting to "break" the stereotype.

Although a high level of trust is not necessary, a moderate level of career and sex-role awareness is desirable.

Instructions:

a. Explain goal and objective of strategy.

b. Hand out copies of "Breaking Stereotypes" to participants and ask each person to spend 5-10 minutes filling in the blocks.

c. Form groups of five to eight people, and pick a reporter. Combine the participants' descriptions into composite descriptions, adding to them if desired.

d. Discuss in small groups:

1) Was the task hard to do? Which were the most difficult descriptions? Which were the easiest? Why?
2) How likely is it for your descriptions to become realities? What impact would that have on the career development of women and men?

e. Report to large group and discuss.

f. Summarize.

Minimum Time Required: 40-50 minutes

Resources Needed:

Materials: Newsprint and magic markers
Handouts: Copies for all participants of "Breaking Stereotypes"

**Outcome Criterion**:

Participants will select three of the jobs/persons listed and give examples of descriptions opposite to the stereotype for those jobs, as well as the implications for career development.

## *BREAKING STEREOTYPES*

In each box is listed a person or job that is often stereotyped. Think of how each is stereotyped; then write a description of the person using things as far from the usual stereotype as you can think of.

| | |
|---|---|
| Athletic Star | Newscaster |
| Car Mechanic | Telephone Operator |
| Model | Homemaker |
| Firefighter | Widow |
| Dentist | Secretary |

## "What's Their Line?

I. **Goal**: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

F. **Objective**: Identify a variety of role models available both in occupations and career patterns.

2. **Learning Strategy**:

Note to Leader:

Personalized experiences often can illustrate concepts better than many other methods. In contacting community resource people for this activity, prepare them for possible questions they may be asked, and explain the purpose of the workshop.

Contact a number of community people who reflect unusual job choices for their sex, and request that they come talk to your group. Some possible occupations would be:

1) male nurse
2) female doctor
3) female plumber
4) female laborer
5) female truck driver
6) male steward
7) male secretary
8) male kindergarten/primary teacher
9) female administrators

Set up stations for these people around the room so group members can interact with them. An alternative format would be have these people speak to a large group of people in a panel discussion, focusing on similar discussion questions.

Instructions:

a. Explain goal and objective of strategy.

b. Have members generate questions including some or all of these:

   1) Did you have a model who strongly influenced your decision?
   2) Were your parents supportive/non-supportive of your decision?
   3) Was there negative or positive feedback from other students during training for your occupation?
   4) What types of negative or positive reactions do/did you experience from co-workers?

c. Have members individually interview one resource person, getting answers to their listed questions.

d. Include men and women in fields that are non-traditional not only for their sex but also for their ethnic, racial, or economic backgrounds.

e. Summarize.

Minimum Time Required: 1 hour or more

Resources Needed:

Resources: Community people who reflect unusual job choices. Stations for speakers to be assigned.

Outcome Criterion:

Participants will write in their journals a short paragraph on their reactions/feelings toward the individual or individuals whom they interviewed.

P-E SR-M
CD-M TL-L

## "Emerging Career Patterns"

I. Goal: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

F. Objective: Identify a variety of role models available both in occupations and career patterns.

3. Learning Strategy:

Note to Leader:

People often tend to think of job choices as apart from family choices. Increasingly society is defining career more broadly to include the choices women and men make in both work and family. Although for many years the traditional nuclear family (with mother at home, caring for children, father at work) was the predominant pattern, today it is recognized that there are many different career patterns from the traditional to the role reversal in which the woman is the breadwinner and the man is at home. Some of these patterns are listed on the handout entitled "Emerging Career Patterns."

Invite people in the community to be part of a panel on "Career Patterns." While all patterns may not be available, include a sufficient variety so that participants are exposed to the advantages and disadvantages of each. Where there are partners in a pattern (e.g., dual-career family), try to have both on the panel. Be sure that the panel includes multiethnic representation as well as singles, marrieds, etc.

If there is not time to plan a panel, leader can present an overhead of the emerging career patterns with explanations of each and invite participants to indicate whether they know people who are living these patterns and to comment on them.

Instructions:

a. Explain goal and objective of strategy.

b. Have members generate questions including some or all of these:

    1) How did you choose the career pattern you are in?
    2) What are some of the advantages of your particular pattern?
    3) What are some of the disadvantages?
    4) If you had your life to live over, would you choose the same pattern?
    5) Who were the major influencers of your decisions?
    6) What kinds of reactions, positive or negative, do/did you experience from friends, family, or co-workers regarding this pattern?
    7) What part did your race, economic class, age, or physical disability play in your career pattern?

c. Summarize

**Minimum Time Required:** 1 hour or more

**Resources Needed:**

Community resource persons from a variety of career patterns
Handout: "Emerging Career Patterns"

**Outcome Criterion:**

Participants will list at least five career patterns and the major advantage and disadvantage of each.

## *EMERGING CAREER PATTERNS*

by L. Sunny Hansen

-- TRADITIONAL FAMILY - Two parents with children, mother at home, father works

-- DUAL CAREER OR EMPLOYED - Two partners work for pay outside home, may or may not have children.

-- SINGLE CAREER - Person remains single, employed over time; no children

-- EQUAL PARTNERSHIPS - Two partners work for pay outside home; consciously share household tasks and childrearing

-- SINGLE PARENT - Single person combines work and childrearing, sometimes by crisis, sometimes by choice

-- SINGLE ADOPTIVE PARENT - Single employed person adopts child or children

-- MARRIED NON-PARENTS - May be dual employed or traditional, but no children

-- SHARED POSITION - Two persons share one paid job equally or in proportion (1/3, 2/3); may be couples or unrelated

-- SHARED CAREER - One person's occupation defines role for the other; also called absorptive career (e.g., corporate executive, minister, college president)

-- ROLE REVERSAL PATTERN - Husband is home doing the household tasks; wife is employed

-- VOLUNTEER CAREER - Continuous involvement in non-paid work over time; has been female pattern; high commitment

-- NON-WORK PATTERN - Persons who cannot obtain paid work or choose not to work

-- ALTERNATIVE ECONOMIC LIFE STYLE - Two or more persons who devise alternative patterns, such as communes or extended family, where new types of interpersonal and economic relationships are developed

P/E SR-H
CD-L TL-H

I.G.1.

## "Physical Continuum"

I. Goal: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

G. Objective: Recognize and take responsibility for their own personal attitudes and biases.

1. Learning Strategy:

Note to Leader:

This strategy asks participants to assess where they are in terms of their beliefs and their behaviors regarding sex roles. The activity can be an extremely powerful one for ending BORN FREE experiences with participants. It provides a sense of closure for participants. It could, however, be used at both the beginning and ending of a workshop or course to see whether or not people have changed their beliefs and/or behaviors as a result of their experience.

The exercise is in two parts, first asking people to assess where they are in terms of their beliefs about sex roles and, second, asking them to assess where they are in terms of their behaviors related to sex roles. As a leader, it is important to clearly define the end points for the continuum for participants by giving examples, if necessary.

Instructions:

a. Explain goal and objective of strategy.

b. Describe an imaginary line which stretches from one corner of the room to the other and ask participants to place themselves on a point on the line in terms of their beliefs about sex roles. One end point could be described as "completely stereotyped" (i.e., people here believe in traditional sex roles for women and men). The other end point could be described as "completely non-stereotyped" (i.e., people here believe that women and men should be free of sex roles in all areas of their lives).

Then do the same for a continuum related to people's actual behaviors. One end point would be for people who see their behavior as completely sex-role stereotyped and the other end point as completely non-stereotyped. In most cases, people's behaviors will be lagging behind their beliefs.

Leader may wish to add the following to the above continuum: Ask participants to stand on the line at the points where:

1) they were five years ago
2) they were before BORN FREE experiences
3) they are after BORN FREE experiences
4) they wish the world would be in the future (sex-role utopia)

c. Form small groups and have people discuss why they stood and moved where they did. Each group should select a reporter to report to large group.

d. Report outcomes of discussion to large group. During discussion that follows, try to focus on attitudes about career, sex-role stereotyping, and the implications of their attitudes for career options.

e. Summarize.

Minimum Time Required: 40 minutes

Resources Needed:

None

Outcome Criterion:

Participants will explain their own personal attitudes and those of others by completing the following paragraph:

"I realized that..."

Ask participants to try to focus on career-related sex bias in their paragraph.

## "Self-Exam"

I. Goal: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

G. Objective: Recognize and take responsibility for their own personal attitudes and biases.

2. Learning Strategy:

Note to Leader:

Self-ratings can be useful because they provide an opportunity for personal evaluation without revealing the results. Feel free to add any other aspects or cues for self-examination.

This activity may be best used during the course of BORN FREE experiences so participants can check their own progress.

Instructions:

a. Explain goal and objective of strategy.

b. Each participant should complete "Examining Sexist Attitudes and Expectations of Teachers" and reflect on their responses.

c. Expand discussion of exercise into pairs for a more meaningful dialog.

d. Summarize.

Minimum Time Required: 10 minutes

Resources Required:

Materials: Pencils
Handout on "Examining Sexist Attitudes and Expectations of Teachers"
(Emma Willard Task Force on Education, 1971).

Outcome Criterion:

Participants will explain and reflect on their responses in their journals, saying, "I learned..."

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## *EXAMINING SEXIST ATTITUDES AND EXPECTATIONS OF TEACHERS*[1]

### I. BEHAVIOR

Do you excuse behavior in boys you would not tolerate in girls because "boys will be boys," or vice-versa?

Language

Are boys expected to use more poor grammar, profanity, rough language and slang?

Personality

Are boys expected to be more independent, aggressive, boisterous and rough, while girls are more dependent, snickering, whining?

### II. ACADEMIC PERFORMANCE

How often do you have different expectations of students, based purely on sex roles?

Written Work

Are girls expected to have neat penmanship, correct grammar, etc., while boys don't have to meet this standard (after all, they won't be secretaries)?

Skills

Are girls expected to excel in verbal areas while boys do well in math and science?

Creativity

Do you expect aggressive curiosity from boys, while girls do the "good" work--don't question, just please the teacher?

### III. SOCIALIZATION

How many times during the day do you refer to a student's sex? "Boys and girls," or "I want one boy and one girl to volunteer." How much joking do you do about girls' and boys' attitudes toward each other?

Do you tease third graders about having boy friends or girl friends?

Do you make sexist generalizations--"Women can never make up their minds."

Manners

Are girls expected to be more mannerly and feminine (passive, sweet, dependent)?

Do you encourage boys to be chivalrous (stand or sit on floor if not enough chairs for the girls, carry chairs and other heavy objects for girls, etc.).

Do you have a double moral standard for boys and girls? Girls are more religious and moral; boys are loyal and ethical.

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[1] From: Sexism in education. Minneapolis: Emma Willard Task Force on Education, 1971, p. 32. Permission to reprint granted.

What is your attitude toward the unmarried pregnant girl?

Dress

How often do you "size" up a student on the basis of physical appearance? Are girls expected to conform to the latest styles, be neat in physical appearance and always modest? What is your reaction to girls who wear jeans, etc., and do not or cannot follow the fashion trends?

What is your reaction to boys who have long hair, beards, etc.?

Interests

Do you expect girls to be interested in the home, family, and child care, while boys should enjoy sports and cars? How do you react to a student who crosses over the "barrier"?

## IV. EXTRA-CURRICULAR ACTIVITIES

Do you give equal notice and importance for academic achievement and sports?

Do boys and girls have an equal opportunity to participate in service and social projects? What is the basis for selection to participate in school activities such as cheerleaders, stage hands, audio-visual aids, hall monitors, etc.?

Do girls have an opportunity to compete with boys in athletic events or play in intramural and interscholastic games?

## V. CLASSROOM/SCHOOL ORGANIZATION

Do you seat students in classes according to sex?

Do you compare students on the basis of sex?

Do you punish the boys by making them sit with the girls or vice versa?

Do you have sexist segregated Physical Education, Home Economics and Industrial Arts classes?

Are girls counseled and channeled into servile, passive "feminine" careers (nurses, secretaries) while boys are encouraged to enter the aggressive, dominant fields (doctor, executive)?

Are boys encouraged to play certain instruments in the orchestra or band, and girls play others?

This is intended to be a general guideline for teachers in analyzing their expectations of students. Comments, criticisms, recommendations would be greatly appreciated.

WE ARE WHAT WE ARE EXPECTED TO BE.

P-E SR-H
CD-L TL-M

I.G.3.

## "Sexist Humor"

I. Goal: PARTICIPANTS WILL UNDERSTAND THE FACILITATING AND INHIBITING EFFECTS WHICH EXISTING SEX-ROLE STEREOTYPES AND ROLE EXPECTATIONS HAVE ON CAREER CHOICES.

G. Objective: Recognize and take responsibility for their own personal attitudes and biases.

3. Learning Strategy:

Note to Leader:

Dealing with instances of sexist humor is often difficult for some participants. This strategy will help participants share their own experiences with sexist humor. By brainstorming in a group, commonalities of experiences and constructive ideas for acting and reacting to these situations can be shared. Some time needs to be spent discussing why and how sexist humor can be an inhibitor of career development. Participants may need help in identifying examples of sexist humor in their own communication as well as in others'.

Instructions:

a. Explain goal and objective of strategy.

b. In small groups, have participants brainstorm a list of examples of 1) how sexist humor is used in their institution (e.g., lunchroom jokes), and 2) how they personally may have used sexist humor (e.g., mother-in-law stories).

c. Pick three of the most difficult situations and brainstorm strategies for responding to them. Discuss.

d. If time permits, role play some of the situations.

e. In large group, discuss individual reactions to the exercise.

f. Summarize.

Minimum Time Required: 35 minutes

Resources Needed:

Materials: Pens and pencils, paper

Outcome Criterion:

In their journals, participants will identify three examples of sexist humor and describe how they were experienced.

### *PARENT SWITCH*[1]

Wouldn't it be funny
If parents were vice versa?
The father would take down hems and clean.
The mother would wash cars, earn money, and fix the machine.
The father would sew and the mother give advice.
But I think the regular roles will suffice.

--LuAnn McCracken, 10, F.
Bethlehem, Pennsylvania

### *ADVICE*[2]

If mother's and father's work is divided,
Maybe they won't find love has subsided.

--Jessie Amidon, 9, F.
Bethlehem, Pennsylvania

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[1] From N. Larrick and E. Merriam, Male and Female under 18 (New York: Avon Books, 1973). Permission to reprint granted.

[2] Ibid.

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## Goal II

PARTICIPANTS WILL INCREASE AWARENESS REGARDING THE WAYS IN WHICH CHILDREN ARE STEREOTYPED IN TERMS OF CAREER ASPIRATIONS AND AWARENESS.

Objectives and Learning Strategies

A. Identify how children are affected by the processes that affect their personality, learning, and career aspirations.

   1. Career Development Principles

   2. Relevant Research

   3. The Hidden Curriculum

B. Identify the similarities/differences that seem to exist between male and female children.

   1. Biology as Destiny?

E SR-L
CD-L TL-L

II.A.1.

## "Career Development Principles"

II. Goal: PARTICIPANTS WILL INCREASE AWARENESS REGARDING THE WAYS IN WHICH CHILDREN ARE STEREOTYPED IN TERMS OF CAREER ASPIRATIONS AND AWARENESS.

A. Objective: Identify how children are affected by the processes that affect their personality, learning, and career aspirations.

1. Learning Strategy:

Note to Leader:

This strategy is designed to expand participants' awareness of some of the broad principles of career development as a framework for changing attitudes and behaviors.

Workshop leaders should prepare a resource person to present a 30-minute presentation on the Career Development Curriculum (CDC) model (Tennyson, Hansen, Klaurens, & Antholz, 1975) and the various management tasks associated with each level. Special emphasis should be given to the elementary level--the primary and intermediate stages--although the full spectrum should be explained. Also, participants should be given the outline form of the K-post-high management tasks (attached). The use of a blackboard, overhead projector, or other audio-visual equipment may be helpful.

Instructions:

a. Explain goal and objective of strategy.

b. Leader passes out copies of "The Career Development Curriculum Career Management Tasks" and introduces the speaker, if appropriate.

c. Speaker makes presentation and allows time for questions.

d. Summarize.

Minimum Time Required: 45 minutes

Resources Needed:

Resource speaker knowledgeable in career development stages and tasks
Materials: Blackboard and/or overhead projector
Handout: "The Career Development Curriculum Career Management Tasks"
(Tennyson, Hansen, Klaurens, & Antholz, 1975)
Attached article: "A Career Management Model for Counselor Involvement"
(Hansen & Tennyson, 1975)

Outcome Criteria:

Participants will respond to the following statements:

"During this presentation, I learned..."
"One plan of action with which to follow up this presentation back in my school might be..."

## *THE CAREER DEVELOPMENT CURRICULUM CAREER MANAGEMENT TASKS*

*I. Career Management Tasks of the Primary Years

1. Awareness of self
2. Acquiring a sense of control over one's life
3. Identification with workers
4. Acquiring knowledge about workers
5. Acquiring interpersonal skills
6. Ability to present one's self objectively
7. Acquiring respect for other people and the work they do

*II. Career Management Tasks of the Intermediate Years

1. Developing a positive self-concept
2. Acquiring the discipline of work
3. Identification with the concept of work as a valued institution
4. Increasing knowledge about workers
5. Increasing interpersonal skills
6. Increasing ability to present one's self objectively
7. Valuing human dignity

*III. Career Management Tasks of the Junior High Years

1. Clarification of the self-concept
2. Assumption of responsibility for career planning
3. Formulation of tentative career goals
4. Acquiring knowledge of occupations, work settings, and lifestyles
5. Acquiring knowledge of educational and vocational resources
6. Awareness of decision-making processes
7. Acquiring a sense of independence

*IV. Career Management Tasks for the Senior High Years

1. Reality testing of a self-concept
2. Awareness of preferred lifestyles
3. Re-formulation of tentative career goals
4. Increasing knowledge of and experience in occupations and work settings
5. Acquiring knowledge of educational and vocational patterns
6. Clarification of the decision-making process as related to self
7. Commitment with tentativeness within a changing world

V. Career Management Tasks of the Post-High Years

1. Re-assessing and clarifying self
2. Exploration of preferred occupational and lifestyle alternatives
3. Acquiring information seeking and processing skills
4. Developing competency and interpersonal skills to relate to work organizations
5. Making a tentative commitment to the next stage
6. Acquiring responsible independence and the skills to manage change in self and society
7. Creative application of management skills to life roles

*Tennyson, W.W., Hansen, L.S., Klaurens, M.S., and Antholz, M.B., Educating for career development. St. Paul, Minn. State Department of Education, 1975.

## *A CAREER MANAGEMENT MODEL FOR COUNSELOR INVOLVEMENT*[1]

### by Lorraine Sundal Hansen and W. Wesley Tennyson[2]

The counseling and guidance process has always been thought of as a process of helping individuals examine their life experiences, with the goal that they might know themselves and their environment better and act on that knowledge more purposefully and creatively. Developmental career guidance has increasingly been capturing the attention of counseling personnel in a variety of settings. The gradual emergence of comprehensive, systematic career guidance programs in schools, colleges, and agencies offers counselors an excellent opportunity to advance beyond the reflective, clinical posture of the past and take on the role of an active agent in helping individuals become conscious "career managers" in resolving the management tasks of their careers.

The concomitant movement today called career education has muddied the waters a bit, because parts of it have ignored the actual or potential contributions of counseling and career development to career education programs. If career guidance is to move beyond the limited approaches of the past, and if career education is to become more than the curriculum fad of the 1970s, ways need to be found to incorporate the salient principles of career development into an integrated program that focuses on the self-development of individuals and the tasks facing them as they move through various stages of career over the life span. We propose that career development offers the most viable integrating base and unifying concept for career guidance and career education and for the work of counseling personnel.

For a variety of reasons, career guidance and career counseling have not been a priority either in most practitioner settings or in counselor education. Today the continuing unmet career needs of youth and adults are beginning to be recognized, resulting in a revitalization of the career motif and the creation--in schools, agencies, and colleges--of a plethora of discrete models and strategies for career guidance and career education, often unconnected to each other and seldom tied to comprehensive objectives or related to human career needs. Career development as an integrating construct can help educators and counseling personnel in educational and community institutions to unify their efforts to facilitate actively the individual's management of his or her career.

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[1] From: Hansen, L. S., and Tennyson, W. W. A career management model for counselor involvement. Personnel and Guidance Journal, 1975, 53, 638-645. Copyright © 1975, American Personnel and Guidance Association. Reprinted with permission.

[2] Lorraine Sundal Hansen and W. Wesley Tennyson are Professors of Educational Psychology at the University of Minnesota in Minneapolis. Mary Klaurens, along with the authors, guided the development of the CDC model described in the article.

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Within this framework, this article has three purposes. First, we present, through a philosophic spectrum, a perspective of where society is today in career guidance, career development, and career education. Second, we describe and illustrate a content/process conceptualization for a kindergarten through post-high-school career development program, which can be adapted to adult, midlife, and preretirement career stages (i.e., life span career management). Third, we suggest ways in which such a framework has been and can be used by counseling personnel and educators in career guidance and career education programs.

## CURRENT PERSPECTIVES

It was in the late sixties that career again became a prominent theme in counseling and education and caused counseling personnel to begin to look at their practices critically. That decade has been described as a time of

> awakening group consciousness, of indignation and outrage fed by a spreading realization of the pervasiveness of social and economic inequality and deprivation; of insurgency among Blacks, Chicanos, and native Americans; of sharp challenges by women liberationists, youth countercultures, conservationists, and consumer protection groups; of the championing of the values of the new individualism and "Consciousness III"; of the erosion of popular trust in major institutions--business firms, organized labor, Congress, the executive branch of federal government, the military, the courts, the press, the schools . . . of breathtaking social, economic, and technological change; and of the outward thrust of a new hedonism, aptly characterized by Martha Wolfenstein as the "fun morality." (Borow, 1974, p. 4)

The growing search for a new individualism and self-betterment suggests that "today, more than ever, human experience is essentially a process of choosing and deciding among possible stimuli and courses of action" (Kroll et al., 1970, p. 2). With increasing self-awareness, individuals have become more insistent on choosing--even creating--the goals and means they consider to be of value to themselves and to society. In order that they might manage the complexities of their modern-day environment, it seems essential that individuals acquire the skills for choosing, whether the choice relates to partner, community, family, or work, the latter being one of the significant ways in which individuals interact with that environment.

### Obstacles to Career Management

Today's world presents obstacles that hinder individuals from developing and expressing their talents in their own unique ways. At each stage of life a person is confronted by societal conditions and problems that create personal dilemmas and thus affect the person's continuing development and ability to manage a career.

Among these problems are the changing meanings of work--thoughtful challenges of the traditional work ethic, midlife career changes, and concerted efforts to achieve balance among multiple life roles. A tight labor market creates limits on occupational opportunities, suggesting the need for counseling with regard to alternative occupations. There is the walling off of the employment-bound from the college-bound and of the school from the community in ways that limit the development of reality-based curricular and counseling experiences. An information deficit is created because of an open, fast-changing society in which it is difficult for one to know the range of options available or the means to achieve them. Finally, there are the special needs of bypassed populations, especially women, the handicapped, and minorities, who have been outside of the opportunity structure, who lack the sense of agency or positive self-concept that will allow their careers to develop, and who need to know the many life style options available to them.

## Conceptions of Career Education

Career education is one response to a modern world in which purposeful choosing is imperative if change is to be managed in ways that facilitate personal development. But philosophies of career education vary greatly in their focus, some almost ignoring the counseling/career development emphasis, others making it the core of their approaches. These models may be classified according to whether the theorist chooses to focus on (a) work or the individual, (b) content or process, (c) work roles or multiple roles, and (d) training for employability or educating for life. They may even be grouped according to how work itself is defined, that is, whether it is limited to paid endeavors or expanded to include all significant goal-directed activity. Each of these classifications is reflected on the following continuum, an ordering of function from very narrow to extremely broad points of view. These are not discrete categories but rather overlapping ones, with major points of emphasis in each position on either job, work, self, or life.

Perhaps the most narrow conception is one that equates career education with occupational training. Those who take this position speak with enthusiasm about developing employability skills. What is emphasized is content necessary to match the person to the *job*, and career education is seen as a segmented program within the curriculum.

Next on the continuum is a conception that puts *work* as the central focus, stressing the need to give attention to occupational orientation and preparation. Emphasis is again on content, but in this case exploration of occupational clusters is added to skill training. Typically those who hold this point of view define work as the activities engaged in for immediate income and production. Career is defined as the sum total of an individual's work experience. Thus career is external to the individual, and career education is that part of the total educational program dealing specifically with education for work. This is an extremely popular conception, favored by those who want to delimit the concept in a definitive way.

Still further along the continuum is the point of view that *self* is the primary focus of career education. Proponents of this philosophy suggest that work, whether paid or volunteer, provides a major way in which people interact with the environment and that exploration in work and community is a useful way to help individuals clarify their values and needs in fashioning a meaningful life. Career is defined as a process internal to the person--a "time extended working out of a purposeful life pattern through work undertaken by the individual" (AVA/NVGA, 1973). Career education activities, emphasizing inductive and experience-based approaches to learning, are implemented at all levels and in various settings in systematic programs designed to promote career development. A focus on process expands the range and increases the effectiveness of an individual's perceptions of self, alternatives, and ways of interacting with the environment.

Finally, there is the position of those who see career education as a way of looking at total education, as education for *life* and living. They envision a major restructuring of curriculum and programs, advocating a complete reform of educational institutions. For those holding this point of view, career is synonymous with life, and all education is or should be career education.

This analysis of the several positions and what they imply is important in helping counseling personnel clarify how they can best relate to career education programs or, more significantly, how--by employing their particular skills--they might help to shape better conceptual, operational, or research programs. Obviously, the third and fourth positions on the continuum are most compatible with a counseling and guidance philosophy that promotes self-development.

## CAREER MANAGEMENT CONCEPTUAL MODEL: THE CDC

For counseling personnel at all levels to have an impact on career education programs, they need to examine their own functioning and become active agents in helping other staff plan, implement, and evaluate program goals, strategies, and outcomes. Their efforts are needed to assure inclusion of guidance philosophy and content in career education. A career management conceptual model is suggested as a framework for the career guidance program and counselor interventions in career education. It is particularly pertinent to settings in which there is opportunity for systematic curricular or programmatic activities.

The Minnesota Career Development Curriculum (CDC), under development over the past five years by a team of faculty and graduate students at the University of Minnesota (Tennyson et al.,in press), is presented here because, unlike many career education models, it (a) builds on career development theory and developmental psychology as its rationale, (b) provides a conceptualization based on the changing nature of individuals and the environment, (c) systematically attends to both content and process, and (d) offers a framework for practice and research and useful direction for counselor intervention in emerging programs. We present here a brief description of the career development principles undergirding the model, the career management tasks that form its core, and the process of model development. While it is presently a kindergarten through post-high program approximating the third position on the continuum, the intent is eventually to provide a theoretical description of total life span career development.

Construction of the CDC proceeded in an orderly sequential pattern, moving through descending abstractions from global statements of the mature, competent person to intermediate statements that define life management tasks or competencies and finally to general program objectives that can be translated into specific observable behaviors and learning activities. The procedure consisted of four major steps.

### Step 1: Stating the Value Rationale Undergirding the Program

The first step in formulating a career guidance program is to identify the value premises underlying the program. The rationale consists of a clear statement of desirable outcomes for the individual, including assumptions about human nature and the world.

Idealistically, the goal of the Minnesota CDC is to facilitate development of the fully functioning and effective human being. The educational aim is to develop self-aware, flexible persons who can realize their potentials and acquire the competencies needed to work out relationships between themselves and a complex, changing society.

The CDC team extracted from the literature the following familiar career development principles considered essential to a self-based program. First, career development is a lifelong process of self-development, work being viewed as a vehicle for self-clarification. Second, career development includes the opportunity to examine life roles, occupations, and life styles. Third, the process of life span career development and decision making is emphasized more than the choice itself. Fourth, management of one's career, the power to direct one's future, the ability to maximize control over one's life is a major tenet. Fifth, the concept of multipotentiality--that each person has the potential for success and satisfaction in a number of occupations--frees individuals from the fear of making wrong choices and increases their available options. Sixth, commitment with tentativeness is a concept that is integral to a model based on changing individuals and society and that recognizes the importance of chance factors in career decisions.

With these career development principles in mind, the CDC team defined *career development* as part of human development: the lifelong process of self-development within the context of work, paid and volunteer. They *saw career education* as the *teaching, counseling,* and *community* interventions to facilitate that development. The original CDC program goals were refined recently by a staff designing a national career development project involving television films and related guides and manuals (Agency for Instructional Television, 1974). They stated:

> The program will enable individuals to express an increasingly positive self-concept; demonstrate some control over their lives and their life plans; develop objectivity in looking at self in relation to others; demonstrate those personal attitudes and interpersonal skills essential to effectiveness in current and future work; demonstrate respect for others and the work they do; identify and explore a number of self-in-work options; demonstrate a developing concept of work by assuming responsibility; develop skills for processing and acting upon information about self-in-work; recognize and describe the relationship and influences of current experience and decisions to present and later career development; experience interrelatedness among school learnings to problems and activities outside of school. (p. 7)

These goals are based on a number of value assumptions that the CDC staff made explicit. For example, the economic reward obtained from work is not sufficient to define a person's worth. Men and women, given the security of economic stability, work to achieve a sense of personal significance. The individual is considered to be a potentially active agent, able to adapt and restructure his or her environment in constructive and satisfying ways. Psychologically healthy people assume responsibility for their own activities, using the educational system to explore the range of means available and even generating their own alternatives and solutions to problems. Finally, equality of opportunity for all, without regard to race, sex, age, or religion, must become a part of everyone's value system. Less attention should be given to measurement of abilities and more attention to active exploration and development of abilities.

### Step 2: Identifying and Providing Conceptual Definitions of the Relevant Management Tasks or Competencies

Ultimate, or global, goals are realized by mastering the management tasks or competencies that are specific to different life stages. Career development stages, like physiological or intellectual development stages, are sequential but are not directly tied to chronological age (Antholz, 1972). Each stage has its characteristic tasks of growing and maturing. The second step in career guidance program formulation is to derive these tasks from theory and research on human development by abstracting from the literature those consistent with the rationale.

Drawing on the work of Piaget, Erikson, Havighurst, and other developmental psychologists, the CDC team defined a set of sequential career management tasks. These tasks connote a developing capacity on the part of the individuals to construct their experience and control their environment. Although the rationale for selection and placement of these tasks appears elsewhere (Tennyson et al., in press), they are presented here for kindergarten through post-high.

Tasks for the primary years are to: (a) acquire awareness of self, (b) gain a sense of control over one's life, (c) identify with workers, (d) acquire knowledge about workers, (e) acquire interpersonal skills,

(f) objectify self before others, and (g) gain respect for other people and the work they do.

Tasks for the intermediate years are to: (a) develop a positive self-concept, (b) acquire the discipline of work, (c) identify with the concept of work as a valued institution, (d) increase knowledge about workers, (e) increase interpersonal skills, (f) increase objectification of self before others, and (g) value human dignity.

Tasks for the junior high years are to: (a) clarify self-concept, (b) assume responsibility for career planning, (c) formulate tentative career goals, (d) acquire knowledge of occupations, work settings, and life styles, (e) acquire knowledge of educational and occupational resources, (f) develop awareness of the decision-making process, and (g) acquire a sense of independence.

Tasks for the senior high years are to: (a) reality test the self-concept, (b) develop awareness of a preferred life style, (c) reformulate tentative career goals, (d) increase knowledge of and experience in occupations and work settings, (e) acquire knowledge of educational and vocational paths, (f) clarify the decision-making process as related to self, and (g) commit oneself with tentativeness within a changing world.

Tasks for the post-high years are to: (a) develop interpersonal skills essential to work, (b) develop information processing skills about self and work, (c) reintegrate the self, (d) acquire a sense of community, (e) commit oneself to the concept of career, (f) acquire the determination to participate in change, and (g) creatively apply management skills to life roles.

### Step 3: Writing Program Objectives Stated in General Behavioral Terms

Conceptual statements of management tasks represent general abstractions of desirable behaviors for different periods of development and must be translated into objectives. Behavioral objectives represent a descending abstraction and further specification of the broader concepts, and they define the criteria for mastery of the career management tasks.

The CDC team wrote 90 general instructional objectives and 275 specific enabling objectives in order to give specificity to the career management tasks. Examples of the form of these objectives can be found in a series of field-tested resource guides providing a career development base for career education under such titles as "Life Styles and Work," "Values Identification," "Self-Concept Exploration," "Significant Others," and "The Social Contribution of Work" (Minnesota Department of Education, 1972). The conceptualization also has supported the development of career education programs, media, and materials in schools and colleges in Minnesota and several other states. Most recently it provided the rationale for a national career development project entitled *bread and butterflies* (Agency for Instructional Television, 1974).

## Step 4: Stating Operational Definitions and Alternative Delivery Systems for Program Objectives

Instructional objectives are made evaluative by clarifying their meaning in terms of observable overt actions from which one infers desirable change. CDC staff believe that operationalizing program objectives is most appropriately done when a particular delivery system is being developed. Different delivery systems employing the same objectives will produce different behavioral reactions in the individual. In evaluating application of the CDC to *bread and butterflies*, for example, a research team found that the television film produced behavioral outcomes substantially different from those produced by other delivery components of the program.

The kinds of delivery systems or strategies for implementing program objectives will vary from one setting and level to another. It is important, however, that career guidance program planning include strategies or methods closely linked to clearly defined program goals, objectives, and management tasks. Among the strategies for career education delivery defined in the CDC are these: counseling (individual, group, peer); infusing through curriculum (modules, units, courses); exploratory work experiences (paid and volunteer); career information resource centers (career learning centers); multimedia approaches (TV, films, cassettes, simulations); hands-on experiences (integrating academic and vocational); exposure to role models (nontraditional careers and life styles); cross-age teaching (elementary schools, colleges, nursing homes); local in-service training (staff development); placement and follow-up (educational-vocational).

By linking implementation strategies to program goals and objectives, career guidance program planners have a better base for evaluation, which is a vital part of program formulation and decision making.

## IMPLICATIONS FOR COUNSELING PERSONNEL

### For Counselors

A self-development/career-management-based approach to career education such as the one just described requires leadership and commitment as well as new skills, roles, and relationships on the part of counseling personnel. If counselors are to take advantage of the opportunity to shape and influence career education programs through career guidance, they need a framework for intervention consistent with their long-established concern for human development. The career development conceptual model presented here provides one example of such a framework. It is not intended to be prescriptive but rather to suggest appropriate management tasks, objectives, and implementation strategies on which counselors could draw. While the model easily could be adapted to agency and adult counseling settings, its use thus far has been primarily in schools, community colleges, and liberal arts colleges.

The use of such a model will enable the counselor to become directly involved in career education program development and evaluation as a resource person for helping identify program goals, strategies, and media. It may also require active counselor participation in team teaching and systems change.

## For Counselor Educators

That counselors have had only limited preparation to perform these kinds of functions is well known. Until counselor education programs significantly increase their preservice focus on career development, career education, and career counseling, the counselor will have to obtain knowledge and skills through in-service training.

But there are signs that counselor preparation institutions are beginning to offer more courses and give greater attention to these areas. One major action has been the recent creation of the ACES Commission on Counselor Preparation for Career Development. Some institutions are providing preservice students with more career counseling and career guidance program experience in their practicum and internship settings. A number of counselor educators have been involved in developing conceptual models, program materials, leadership institutes, and in-service workshops. Some have worked closely with teacher educators in infusing career development concepts and methods into teacher preparation. Still others have created programs to prepare career development specialists.

For counseling personnel to become the conscious managers of their own careers and help their clients do the same, both will need to engage in career self-assessment and begin viewing career development/career education as a broader concept of self-development and career task management, which is at the core of both client and counselor functioning. But if they are to become creative managers and decision-makers in their own work settings, counseling personnel will need to rethink their roles, become actively involved, acquire and use program development skills, and accept new delivery systems.

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# NEW MYTHS: COUNSELORS BE WARY

Advice from John A. Sessions
Assistant Director of Education
AFL-CIO, Washington, D.C.

If career-oriented education is to be successful, guidance and counseling obviously must play a major part in the effort. But unless the guidance and counseling is realistic and informed, it can do more harm than good. There are a number of new myths of which counselors should be wary.

Myth # 1: *Somewhere out there in the world there is a perfect job for everyone, 100 percent satisfying, 0 percent frustrating.* If there were such a job, the counselor would no doubt rush out to apply for it. Students need to understand that no job is all fun, that all jobs have their good and their bad aspects. To give students other expectations is to prepare them for a lifetime of disappointment.

Myth # 2: *Every job carries with it a predetermined life style.* Wallace Stevens, the late vice president of the Hartford Insurance Company and one of the most distinguished poets of his generation, had apparently never heard of this principle. Neither has Eric Hoffer, the longshoreman/social critic. And neither had my carpenter grandfather, who in a crisis could have substituted for the conductor in most of the better-known Wagner operas. It is a mistake to job-type a student because the student likes baseball. That student might just grow up to be another such novelist as James T. Farrell!

Myth # 3: *Students should be encouraged to make career decisions as early as possible.* As soon as students' talents and probable life styles can be identified, this myth suggests, they should zero in on their life work. Quite to the contrary, guidance and counseling should help them avoid becoming locked into decisions that constitute the point of no return, the line beyond which one must pay another fare to get back on the subway of life.

Myth # 4: *Jobs can be arranged on "career ladders." You start at the bottom rung and work your way up to the top.* This is the modern version of the Horatio Alger rags-to-riches myth. I recently saw a career education plan that suggested, as a typical career education ladder, one in the health professions reaching from ward orderly to chief surgeon. It is doubtful that anyone has ever climbed that particular career ladder. Career ladders have become confused with their opposite: the pecking order.

Guidance and counseling personnel must never lose sight of the fact that the essential function of education is to broaden opportunities for the student whose life might otherwise be severely restricted. Education that narrows the student's options in life is a contradiction in terms, and counselors must never stop reminding both students and educators of this fact.

P-E SR-L
CD-L TL-L

II.A.2.

## "Relevant Research"

II. Goal: PARTICIPANTS WILL INCREASE AWARENESS REGARDING THE WAYS IN WHICH CHILDREN ARE STEREOTYPED IN TERMS OF CAREER ASPIRATIONS AND AWARENESS.

A. Objective: Identify how children are affected by the processes that affect their personality, learning, and career aspirations.

2. Learning Strategy:

Note to Leader:

While there is much we do not know about sex differences, there is a substantial body of knowledge (reviewed for BORN FREE) which suggests that perceived differences affect the choices we make and our expectations of girls and boys. Research findings in the area of the impact of sex bias on school practices, roles, and career options are often viewed by participants as not applying to their own experiences. While these findings illustrate a need for interventions in the area of career-related sex-role stereotyping, they can be most effective by having participants check them against their own experiences.

Since research findings are important as a knowledge base, be sure to share at least the summary of the literature review with participants.

Instructions:

a. Explain goal and objective of strategy.

b. Share "Summary of Elementary Literature Review" with participants.

c. So these research findings may become internalized and personalized, use the following discussion questions:

1) What is your earliest memory that you were a certain sex? What happened?
2) What was your first occupational aspiration? Why?
3) What occupations did you view as possible for you to do?
4) Were you a big risk taker? Self-confident? Did you think well of yourself? Can you remember any differences according to sex in these areas in your early years?
5) What school subjects did you view as appropriate for one sex or another? How did this differentiation come about? What happened to you (or other people) when you excelled in "sex-inappropriate" subjects? Parents' reactions? Friends'? Teachers'?
6) Did you view men and women as possibly doing certain occupations? What were your viewpoints and how did they come about?
7) How could your childhood have been different if you had been the other sex?
8) What were your other reactions to the research findings?

d. Summarize.

**Minimum Time Required:** 45 minutes

**Resources Needed:**

Handout: "Summary of Elementary Literature Review" (Pelcak, et al., 1977). Available in Section X of this training packet.

**Outcome Criteria:**

Participants will record in their journals how the literature findings fit with their own experiences.

> "From my own childhood, the literature findings substantiated..."
> "The literature findings did not fit when they mentioned..."

Participants can also apply the findings to children with whom they are in contact and record their reactions.

P-E SR-L
CD-L TL-L

II.A.3.

## "The Hidden Curriculum"

II. Goal: PARTICIPANTS WILL INCREASE AWARENESS REGARDING THE WAYS IN WHICH CHILDREN ARE STEREOTYPED IN TERMS OF CAREER ASPIARTIONS AND AWARENESS.

A. Objective: Identify how children are affected by the processes that influence their personality, learning, and career aspirations.

3. Learning Strategy:

Note to Leader:

This is a "must-include" activity for participants at the elementary level. The attached article and discussion questions provide many insights and stimuli for discussion of sex-role stereotyping in the elementary schools. Participants may try to discount the information presented in the article by stating that it does not fit for their classroom or school. For this reason, it would be best to discuss the article in heterogeneous groups, mixing people from different types of elementary schools.

Although this article focuses on sex-role stereotyping, try to focus on the potential career implications of this stereotyping for children in elementary schools.

Instructions:

a. Explain goal and objective of strategy.

b. Distribute copies of the attached article, "Sex bias: The hidden curriculum in the elementary school." (Distribute the article before this activity if you are time limited. It takes about 30 minutes to read the article.)

c. Break into small or large groups and discuss the article using the following questions:

   1) How close are the assertions in the article to the realities of your school?
   2) What were some of the ways cited that differentiated treatment of girls and boys in the elementary school? Are these true for your school or classroom? What effects could this treatment(s) have on children's career aspirations?
   3) Is there a "hidden curriculum" in your elementary school?
   4) In what ways do school work "against" boys and girls? Are there any ways to modify these practices?
   5) What were your reactions to the illustrations presented in the article? Are similar illustrations in use in classrooms today?
   6) How did you feel about the argument concerning "loss of human potential" as a justification for modifying elementary school practices? What are the implications of this argument for future career roles of children?

d. Summarize.

Minimum Time Required: 1 hour
(1/2 hour if article is read before activity)

Resources Needed:

Attached article: "Sex bias: the hidden curriculum in the elementary school" (Frazier and Sadker, 1973).

Outcome Criteria:

Participants will list three sexist practices in their elementary school or classroom.

Participants will discuss the possible future career implications of these sexist practices for children.

# Sex bias: the hidden curriculum in the elementary school

Educators are enthusiastic about a new teaching concept. It is one that has revolutionary implications for the future of education. Here is a descriptive report of the innovation as excerpted from a prominent educational journal.

*Farrington Elementary School is a source of great pride to the Southern California children who go to school there. The modern school building has large glass windows, carpeted floors, and sliding walls that turn small rooms into large lecture halls and back again at the press of a button. There is no lack of the most current educational technology, and each room can boast of its own 16 mm. projector and videotape recorder.*

*This fall, when students returned to Farrington after summer vacation, they met with an interesting new concept in education. The school was beginning the Program for Educational and Occupational Needs (PEON). PEON is based on a study of occupational patterns of previous Farrington graduates. The study shows that future occupational status appears to be closely tied to student ethnic background. Consequently, PEON operates on the premise that separate and different training should be given to children of different ethnic backgrounds so as to provide their best possible adjustment to future occupational life. At the heart of the program is the concept of the segregated class.*

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*From Sadker, M., and Frazier, N., Sexism in School an
5, pp. 76-113. New York: Harper and Row. Copyright
and Nancy Frazier. By permission of Harper and Row,

# M IN THE ELEMENTARY SCHOOL*

*Two ethnic groups—white Americans and Mexican Americans—are participating in this intriguing and promising method of instruction.*

*Research makes clear that while white students choose the professions, Mexican Americans are drawn into the field of agricultural labor. Therefore, the white students are taught with more academic curricular materials, and in Mexican American classes there is heavy emphasis on physical activity—exercises in crouching, bending at the waist, and stretching to increase the agility so necessary for the successful harvest of agricultural crops.*

*The occupational study has also shown that Mexican Americans who leave Farrington Elementary School do not often rise to positions of leadership. Consequently, games stressing docility and submissiveness are a popular aspect of course work. Follow the leader, Simple Simon Says, and May I? have proven to be particular favorites.*

*These Mexican American children will be subjected to more frequent change of locale and living conditions than will their more affluent classmates. Therefore, the curriculum has been designed to help them cope with shifting locations and a generally impoverished environment. Here are some of PEON's objectives designed to be most meaningful to the needs of the Mexican Amercan child:*

1. *the ability to adjust to a changing environment*
2. *the ability to maintain cleanliness when plumbing facilities are not available*
3. *knowledge of foods that are cheap yet filling*

*The staff has been extremely enthusiastc about the success of PEON. In fact, results of an extensive program evaluation were so promising that Mr. Togib, the district superintendent, announced that PEON has received increased government funding for the following year.*

Shocking? Of course. Absurd? Of course. And, of course entirely fictional. Fortunately, in the United States today there is no room for an educational program that flaunts such overt ethnic discrimination. Unfortunately, however, there appears to be much more than elbow room for discrimination of another kind. Although just as shocking and absurd, the following account of a pilot program in segregated education is true.

In 1966, an article appeared in the widely read and highly respected *National Elementary Principal* describing a new program in instructional grouping by sex that was taking place in Wakefield Ele-

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Society, 1973, Chapter
1973 by Myra Sadker
blishers, Inc.

mentary School, Fairfax County, Virginia. The separate class concept was instituted in order to lessen the difficulties that boys face in school. At the time the article was written, 310 elementary students were receiving their instruction in separated classes. The author of the article was delighted about the possibilities of classes separated by sex. He outlined some teaching methods that were being used or that could be used in single sex classrooms. (*Italics mine*)

1. *In working with boys, we employ more science materials and experiments. There is more emphasis on building things and on studies of transportation.* As a result, we can create and maintain a high level of interest.
2. We have found it well to let the interests of the classes guide the teacher in areas such as science and social studies. Depending on the sex of the group, this sometimes results in quite different activities. *From studying the atom, for example, a boy's class moved easily into a study of nuclear fission. It is unlikely that girls would respond this way. Or another example, mold can be studied from a medical standpoint by boys and in terms of cooking by girls.*
3. In all-boy and all-girl classes, we have used different songs and rhythms. *For girls we use quieter games, fairy stories, and games and songs which emphasize activities such as sewing and housekeeping. For boys, we use more active physical games which involve noise and muscle movement and are based on a transportation theme.*
4. *Different reading stories are also used. Girls enjoy all stories in readers, even those about boys, but boys do not like stories about girls.* Boys prefer tales and stories about industry, transportation, and vocations. The same differentiation applies to creative writing.

The Wakefield Forest Elementary School reports successful results for its sexually segregated classes: (1.) Boys in the sexually segregated classes make better progress in language arts and math than do boys in mixed classes. (2.) A second year in the same sex class is more beneficial to boys than to girls. (3.) Boys want to continue in separate classes more than do girls.[1]

A 1969 article in *Nation's Schools* reports that Greely, Colorado, has also had great success with an all male kindergarten and an all male first grade. In Greely's all male classes, teachers try to bring the boys' first two years of school "more in line with their more active and aggressive natures."[2] In all the male classrooms, quiet and order are replaced with increased action and horseplay. There are fewer assignments to be completed at the students' seats, and more work takes place at five interest areas. There is an abundant supply of science equipment, and live animals are brought into the boys' classrooms. To stimulate writing, the boys use typewriters to prepare compositions.

While all these innovative practices were being introduced into male classrooms, the article makes no mention of what the girls were doing. Perhaps, like their sisters in Fairfax County, they were playing "games which emphasize feminine activities such as sewing and housekeeping." Or perhaps the author did not believe that describing the girls' curriculum was worth the effort. The discriminatory tone of the article becomes most overt in its title, "No Girls (or Lady Teachers) Please." This warning has a disturbingly familiar ring to it. It raises memories of other no trespassing signs such as "Whites Only" and "No Irish Need Apply." The one discordant note is the "please" tacked on to the end. Evidently one must be polite when discriminating against the ladies.

It is appalling that such sexist arrangements could be lauded approximately fifteen years after the Supreme Court ruled, in another context, that separate is not equal, and during a time when racism is a loudly rattling skeleton in the educational closet. Ironically, although racial segregation and stereotyping are now anathema, sex segregation and stereotyping are still acceptable in schools.

We have looked briefly at two examples of overt sexism in the elementary school, but discrimination is whispered as well as shouted. In the major part of this chapter, we will listen to this whispering and try to decipher the message it conveys. First, it would be helpful to consider the impact elementary school has on children and to draw a picture of what young boys and girls are like before they step through its portals.

## THE HIDDEN CURRICULUM

One of the rather remarkable things about elementary school is that children spend so much time there. In most states, school time amounts to 6 hours a day for 180 days a year. This means that, if a student is in regular attendance, (s)he is immersed in the elementary school environment for a little more than a thousand hours a year. By the time (s)he departs for junior high school, (s)he has spent approximately 7,000 hours under the supervision of teachers. Phil Jackson, in *Life in Classrooms*, underscores how great an influence, in terms of time, the elementary school actually has: ". . . Aside from sleeping, and perhaps playing, there is no other activity that occupies as much

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of the child's time as that involved in attending school. Apart from the bedroom (where he has his eyes closed most of the time) there is no single enclosure in which he spends a longer time than he does in the classroom. From the age of six onward, he is a more familiar sight to his teacher than to his father, and possibly even to his mother."[3]

Another remarkable thing about elementary school is that children are forced to be there. Only two other institutions—prisons and mental hospitals—are so thoroughly compulsory in nature. Of course, this is not to suggest that conditions in schools are similar to those in prisons and mental hospitals. The authors, however, do mean to point out the one factor the three have in common: in each, human beings are forcefully institutionalized.

The elementary school is a place where many child-hours are spent. It is a place where children are exposed to a variety of stimuli, and it is a place where they can't escape from these stimuli—no matter how much they may want to.

Fortunately, there is much about the environment in an elementary school that is delightful. There may be boldly colorful bulletin boards, arrangements of autumn leaves in the fall, vases of flowers in the spring, pine cone, pipe cleaner turkeys at Thanksgiving, and countless variations of the Santa Claus theme at Christmas. If the school is affluent and somewhat progressive, there may be cooking supplies and an oven that warns of about-to-burn brownies. Perhaps there is a large tank where phosphorescent fish flash through the water in a medley of exotic colors, and a box where children gather in awe around a new litter of gerbils. And the room may be permeated with the work-and-play sound of a dedicated teacher and some twenty children.

To find out what happens to students in this elementary school classroom a visitor could consult the official curriculum, the one that is set down on paper and lists the class schedule, the lesson plans, and maybe even the behavioral objectives. (S)he might find that students are taught arithmetic, English, social studies, reading, science, gym, and perhaps even a foreign language. However, this official curriculum tells only a small part of what will happen to students in the classroom. From peer interaction patterns that develop, from the teacher's use of power as he or she offers and withdraws praise and reprimand, from the children's conflicts with school rules and rituals, from reading between the lines in textbooks, and in short, from an incredible variety of incidental contacts with the environment, a hidden curriculum emerges that has a powerful impact on its young students.

The workings of this hidden curriculum have been studied and analyzed by prominent educators, sociologists, and anthropologists. For example, Phil Jackson discusses it in his perceptive analysis, *Life in Classrooms*.[4] Melvin Silberman, in his book, *The Experience of Schooling*[5] ties several articles together in this theme. In *Clinical Supervision*, Robert Goldhammer refers to this hidden curriculum as "incidental learning,"[6] and George Spindler, in *Education and Culture*, indicates that "unintended goals are often transmitted along with those that are intended."[7]

What is this hidden curriculum, these "incidental learnings," that you will not find listed in the teacher's plan book? Here are a few examples of how the ubiquitous hidden curriculum operates.

1. From 8:30 to 9:15, the class studies English; from 9:15 to 10:00, science; from 10:00 to 10:45, social studies. Between 10:45 and 11:15, there is a recess break. As a student in this class, you may learn that English has nothing to do with science; neither one has anything to do with social studies; and play time is totally unrelated to all three. Moreover, you may learn that all children learn the same thing at the same time and it takes forty-five minutes to do this learning.
2. In your class texts, there is only one picture of a black person. It is of a porter lugging baggage in a railway station. As a student in this class you may learn that black people do not fill many important roles in society.
3. Whenever your class elects officers, you are never nominated. When the teacher assigns work to be done by partners, it seems that nobody wants to work with you. When teams are chosen on the playground at recess, you are often the last one to be selected. In these situations you may learn that you are not a very likeable or worthwhile person.
4. In your class, the teacher gets very angry and yells at students when they don't know the right answer. You may learn that being unaware of knowledge is equivalent to being bad or naughty. You may also learn that being wrong is frightening and humiliating and that learning can be a pretty miserable affair.

It is the total and constant immersion in the hidden curriculum—the repetitious and continual incidental contacts students have with one another, with the teacher, with the rituals and rules of the school, with subtle meanings in textbooks—that have an intensely pervasive and critical impact. Marshall McLuhan's popular slogan that applies to so many environments also fits education: In the schoolroom, the

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medium is the message. Students may be learning more from the complex social environment in which they are immersed than from the content matter that is officially taught them.

Thus, when the casual visitor enters an elementary school classroom, (s)he may be told that, according to the official curriculum, (s)he will be observing children learning to read. However, (s)he might as accurately be informed that (s)he will be seeing children learning lessons in how to get around school rules, in how to steal attention away from thirty classmates, in what it is like to be a member of a minority group, in how to make friends, and in what it feels like not to have any. (S)he may also see children learning that different kinds of behaviors are expected from girls than are expected from boys, that each sex is entitled to a different set of rewards, privileges, and punishments. Every day that girls and boys attend elementary school, the hidden curriculum functions as a subtle forge in which awareness of the male role and female role is shaped.

## SEX TYPING IN CHILDREN'S HOMES

This molding does not begin in the elementary classroom. It has been taking place for five or six years in the homes of preschool boys and girls. Before we examine what happens in schools, it is important to recognize the sex typing that has gone on before children get there.

To begin at the beginning, let us visit the maternity ward of a hospital. If we travel the hospital corridors until we arrive at the nursery, we find the newborn infants, sleeping, howling, making their first instinctive explorations into their new surroundings. Swaddled in receiving blankets with only their wrinkled, prune-like faces visible, they hardly seem such formidable creatures. Yet their parents can already be heard speculating about what their young son will become—a chemist, a doctor, a newspaper editor, an artist—indeed, the myth that anybody can become president still leaves that job as a potential. He can choose the career that will best meet his individual needs and abilities. This is his birthright.

On the other hand, when the birth certificate reads female, parents don't bother to do much guessing. In twenty-five or thirty years it is highly likely that, no matter what individual abilities or needs each female may have, most will be channeled into one activity—that of housewife. When the child is female, individuality becomes irrelevant.[8] And children pick up these expectations. As parents first speculate, or don't bother to, the channeling process begins.

Soon the newborn infants are taken home, and the sex typing continues in earnest. The infant boy finds himself in a blue world, and around the baby girl everything is pink—from ribbons, to stuffed animals, to the clothes she wears. These colors serve as announcements to the outside world of how the young child should be treated. The baby boy, gender indistinguishable except for the blue jumpsuit he sports, brings exclamations like: "My what a husky fellow. Looks like you've got a football player on your hands." The baby girl, gender equally indistinguishable, tips off visitors by her pink outfit, and the cooing begins: "Isn't she adorable. How sweet." The channeling process is furthered.

At first there are many toys that are considered neuter, from rattles to colorful mobiles. As children begin to grow the toys start to differentiate between the sexes. For boys there are trucks and cars, bats and balls, guns and a wide variety of science equipment. Girls are offered an incredible array of dolls that walk, that say "mama," and come with luxurious fashion wardrobes. Later they graduate to paper dolls, cooking supplies "just like mom's," sewing and jewelry making kits. Whenever a child rummages through his or her toy box, a great deal about "appropriate" sex role behavior is learned.

> Because girls dream about being a ballerina, Mattel makes Dancerina . . . a pink confection in a silken blouse and ruffled tutu. . . . Wishing you were older is part of growing up. . . . Barbie, a young fashion model, and her friends do the "in" things girls should do—talk about new places to visit, new clothes to wear and new friends to meet. . . .
>
> Because boys were born to build and learn, Mattel makes Tog'l [a set of building blocks] for creative play. . . . Because boys are curious about things big and small, Mattel makes Super-Eyes, a telescope that boys can have in one ingenious set of optically engineered lenses and scope . . . that . . . create dozens of viewing devices—all for science or all for fun.
>
> Reported in "The Image of Woman in Advertising" by Lucy Komisar.

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As we mentioned previously, the television set, in many homes a constant companion to family activity, makes its own commentary about what men should do and where women belong. As children sit transfixed before the T.V., they see males reporting the important news of the world—news that seems to be almost entirely about more males. They see talk shows hosted by males (except for Dinah Shore who cooks with her guests in the kitchen). They watch the violent machismo shows about cowboys and cops and robbers. When they do see women, too often it is as absurd caricatures in commercials; they clean their toilet bowls and dust their furniture; they primp before mirrors, dye their hair, camouflage their faces with the latest cosmetic; or they retreat to the medicine cabinet seeking pills because they cannot cope with their world.

Even as children watch shows designed especially for them, the lessons they learn are just as clear and just as unfortunate. When the much publicized "Sesame Street" parades its personality-plus gallery of puppets across the screen—once again children learn that the important gender is male. For children, watching television is like taking lessons in male violence and female unimportance and invisibility.

The way parents treat their children may be the most important factor of all in the creation of sex stereotypes. When one compares the life of the young girl to that of the young boy, a critical difference emerges: She is treated more protectively and she is subjected to more restrictions and controls; he receives greater achievement demands and higher expectations.

Failing to receive sufficient "independence and mastery training" throughout the infant and early childhood years, girls are allowed and at times even encouraged to exhibit dependency, passivity, and conformity.[9] In one study it was found that six-month-old girls were spoken to and fondled more frequently than were baby boys of the same age. When they were thirteen months old, these same girls were more reluctant than the boys to leave their mothers, and they remained closer to them throughout the play period. When a barrier was placed between mother and child, the girls tended to cry helplessly, but the boys actively tried to get around it.[10] It is small wonder that at all ages there are more studies reporting dependency, passivity, and conformity for females than for males.[11]

In contrast, parents more often and consistently disapprove of passivity and docility in their sons, and they encourage the active display of his aggression. (As has been noted previously, aggression is an ambiguous term with highly connotative meanings. For purposes of this discussion, it will be considered as the expenditure of energy toward another person or object, an expenditure that, in its negative sense, involves overtones of hostility.) For example, one mother of a kindergarten child was interviewed with the question, "How important do you think it is for a boy of Ted's age to act like a real boy?" She answered: "Very important, very important—I will repeat that. By a real boy, I mean not being a sissy; it is very important. I wouldn't want him otherwise—I would give him boxing lessons if I had to."[12]

This mother was one of 379 interviewed. Although her attitude was a bit stronger than most, it is generally reflective of how parents expected their sons to behave. In contrast, parents punish such aggression in their daughters. The results of these child rearing practices are documented in empirical research, and it is difficult to find a sound study of preschool or school age children in which aggressive behavior was not more frequent among boys than among girls.[13] "Such findings indicate that the differential treatment of the two sexes reflects in part a difference in goals. With sons, socialization seems to focus primarily on directing and constraining the boys' impact on the environment. With daughters, the aim is to protect the girl from the impact of environment. The boy is being prepared to mold his world, the girl to be molded by it."[14]

So on that first day of the first grade, the experienced teacher will be ready for more active, rambunctious behavior from her young male charges and will expect quieter compliance from the young girls. Are these sex-typed behaviors that children bring to school with them reinforced there? Are they in any way attenuated? Does exaggeration of sex-typed behaviors ever take place? We are now ready to explore the different effects the elementary school environment has on its young students.

## SCHOOLING AS A SEXIST ACTIVITY

There is no course in the official curriculum called "Male Role Development," or "Learning How to be a Girl," but such learning takes place incidentally, and a variety of signals—some obvious, some hidden—insure that sex typing will be reinforced.

One obvious way sex typing occurs is by dress code regulations that many schools still maintain. Regulations that insist that girls wear skirts or dresses rather than slacks have a much deeper impact than on mere appearance. When a girl complies with such regulations she relinquishes freedom—freedom to run as fast as she is able, freedom to sit in complete comfort, and freedom to turn a somersault at recess on the play yard. Because of the clothes she is forced to wear,

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her physical mobility is hampered and restrained. It is a symbolic confinement.

Recently dress codes have been widely challenged as is illustrated by the following memo sent out by a Massachusetts principal to his faculty:

> *I am being beseiged by 6th grade girls who want to wear slacks to school. May I have your opinions?*
>
> *Do you think we ought to permit slacks? In cold weather only?—in any weather?—any slacks (dungarees, chinos, etc?)*
>
> *Any other comments about dress?*
>
> *This will be one topic of discussion for Friday.*

This memo is not only indicative of a few cracks beginning to appear in the sartorial armor; it is also indicative of how basically solid the armor still is.

Another distinction children learn, and we are still dealing with the obvious examples, is that boys are supposed to be stronger than girls. When school maintenance chores are assigned, boys draw those tasks requiring heavier manual labor whereas girls are asked to help in quieter, more sedentary ways. This separation of tasks is often inappropriate and forced since some girls mature faster than boys, and in the early grades, are frequently as big and as strong. However, if stacks of heavy texts are to be moved from one room to another, a small boy may be found struggling under their weight, while a girl—perhaps larger and stronger—sits and watches.

### School against boys

There are many learnings about sex role behavior that are less obvious. To begin with, we will concentrate on the incidental learnings that are reserved for the elementary school boy. One of his early unhappy learnings may be that he and school don't get along very well. Let's look at an active 6-year old's first encounter with school.

> *It is Tommy's first day in the first grade. With a sense of bewilderment, he surveys the unknown faces, the shelves of books, the collage of bulletin board pictures, the rows of desks that comprise the classroom. Despite his confusion, he does receive certain definite impressions.*
>
> *First of all, he finds that the person in charge of his new life is a*

> *woman. She seems annoyed whenever he leaves his desk, or talks to the boy in front of him, or spills his crayons on the floor.*
>
> *He particularly hates following directions and being neat about it. In the arithmetic lesson, the teacher instructs the class to divide their papers into three boxes and to draw one lollipop in the first, two flags in the second, and three ice cream cones in the third. Tommy begins drawing the objects before the instructions are completed. Consequently, he mixes up the number of lollipops and ice cream cones, and since he has forgotten to bring an eraser, he desparately tries to rub the error out with spit. When the teacher stops by his desk to check his work, she reprimands him for the messy hole that has emerged in the middle of his lollipops.*

Obviously not a very pleasant or rewarding encounter for Tommy. It is a beginning attempt to check the independence and mastery training that he has profited from in his home environment—one that, along with numerous variations, will occur again and again throughout the early grades.

Many educators feel that the cards are stacked against the elementary school boy. At age 6 when he enters the first grade, he may be twelve months behind his female classmate in developmental age, and by nine this discrepancy has increased to eighteen months.[18] Thus he is working side by side with a female who may be not only bigger than he, but who seems able, as we shall see, to handle school more competently and more comfortably. Added to this handicap is the fact that the elementary school boy must function in an environment that is antithetical to the independent life style he has been encouraged to develop up until then. He is in a situation where neatness, good manners, and docility appear to be keys to success. Writers and cartoonists often depict him as a male misfit in a female world, a young bull whose every move seems to disrupt the delicate balance of the china shop.

Patricia Sexton is one educator who has frequently expressed concern for the development of the young boy in the "feminine" elementary school. In a *Saturday Review* article titled "Are Schools Emasculating Our Boys?" she has stated:

> *Boys and the schools seem locked in a deadly and ancient conflict that may eventually inflict mortal wounds on both. . . . The problem is not just that teachers are too often women. It is that the school is too much a woman's world, governed by women's rules and stand-*

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*ards. The school code is that of propriety, obedience, decorum, cleanliness, physical and, too often, mental passivity.*[16]

She is not alone in her analysis. A review of the recent educational literature discloses a number of articles with titles that reflect similar concern: "Males: A Minority Group in the Classroom" (*Journal of Learning Disabilities*),[17] "Are Girls Really Smarter?" (*Elementary School Journal*),[18] "For Johnny's Reading Sake," (*Reading Teacher*),[19] "Elementary Education—A Man's World," (*Instructor*).[20] Numerous other articles with titles less explicit deal with problems young boys experience in their encounter with the elementary school. No corresponding concern anywhere near such magnitude can be found for the elementary school girl.

The conflict between boy and school has also provided a fertile source of material for humorists. One of the major themes of school cartoons has been that of the mischievous boy doing battle with the weary and rattled female teacher—chuckling with anticipation as he places a thumbtack on her chair, subdued as he trudges home with her retaliation in hand, a report card of Ds and Fs. Cartoonists also draw these rebellious young boys conspiring together with advice such as, "Play it dumb for the first few weeks, then start producing. The teacher will think she's doing wonders with you." They are also pictured as continually trying to explain the bad grades they get to their parents: "You can see she's against me—she has me even dumber than I was last month, and you know that's impossible," or, "I'm saving my brains for real life."[21]

What does the young boy learn from this feminine environment that stresses passivity, neatness, and docility? For one thing, he may learn how to be more quiet, neat, and docile—although for many this is not likely. He may instead learn—that school is a girl's world, one that has little appeal, meaning, or pertinence for him. In fact, one study has shown that elementary school children, both boys and girls, labeled school objects such as blackboard, book, page of arithmetic, and school desk as feminine rather than neuter or masculine.[22]

In a sense the femininity of the school is paralleled by the femininity of the home. The home, like the classroom, is usually organized by a woman, and we can safely guess that, if a similar study were done and children were asked to label home objects such as sink and table, they would label them feminine also. However, in each situation the young boy is treated quite differently. The woman in the home is more likely to foster her son's independence so that he will develop the appropriate "manly" qualities. The woman who runs the classroom, with thirty children on her hands, may fear that unless independence and activity are checked, her room will explode and she will lose control.

Thus, the young boy must spend approximately a thousand hours a year at an institution that restrains and checks him. This lack of comfortable fit between the more active behavior allowed at home and the passivity demanded in school may force young boys into open rebellion. We can see how this happens as we take another look at boys in the elementary school.

*The scene is a restless and unruly afternoon in Miss Hodgkins' fifth-grade class. She has issued warning after warning trying to get the class to quiet down, but she has little success. Finally she explodes, "I've had just all I'm going to take! As usual, the boys are causing all the trouble, so, as usual, all the boys will stay after school. If only you boys could be nice and quiet like the girls, what a pleasure teaching would be."*

How likely is it that this scene (or some reasonable facsimile) will occur in an elementary school? Educational research suggests that it is quite likely indeed. Those who study what goes on in classrooms have focused much attention on classroom interaction patterns, who talks with whom, how much of a lesson is teacher talk, who is criticized, who is praised and how often. One finding of these studies is that a different pattern of interaction emerges for boys than for girls.

Researchers studied how teachers dispensed reward and disapproval in three sixth-grade classrooms. Children in these classes were asked to nominate those classmates who received the teacher's approval and those who received her disapproval. Both classroom observers and the children themselves noted that the teachers expressed greater approval of girls and greater disapproval of boys.[23] In another study it was found that boys receive eight to ten times as many prohibitory control messages (warnings like: "That's enough talking Bill. Put that comic book away, Joe.) as their female classmates. Moreover, this same researcher has also found that when teachers criticize boys, they are more likely to use harsh or angry tones than when talking with girls about an equivalent misdemeanor.[24]

However, it has been found that teachers not only disapprove of

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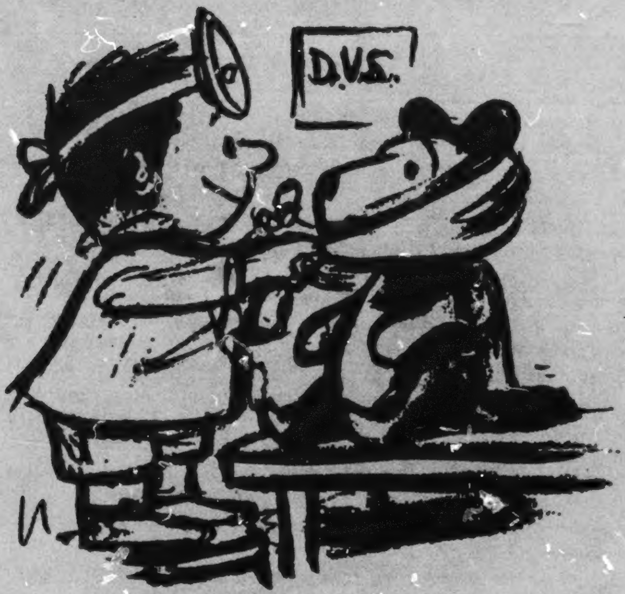
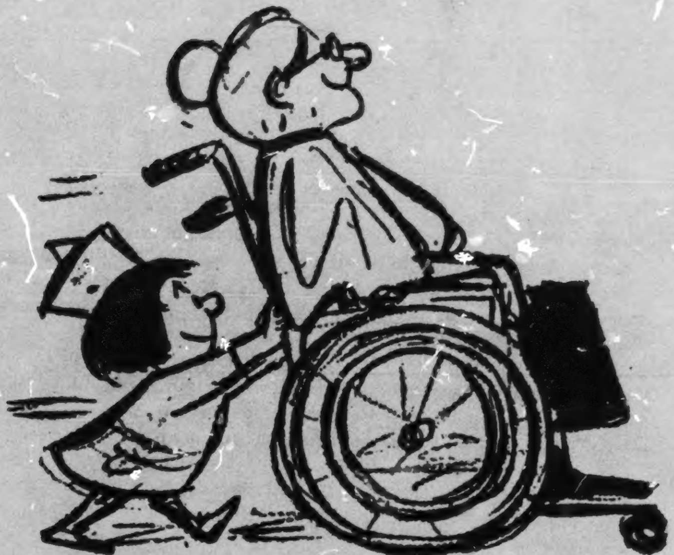


Boys are doctors.

SOURCE: Whitney Darrow, Jr., *I'm Glad I'm a Boy! I'm Glad I'm a Girl!* New York, Simon and Schuster, 1970. Reprinted by permission of Windmill Books/Simon and Schuster.

boys more, but also interact with them more in general. In a large study involving twenty-one fourth- and sixth-grade classes (thirteen taught by male teachers and eight by female teachers) it was found that teachers interacted more with boys in four major categories of teaching behavior: approval, instruction, listening to the child, and disapproval.[28] So it seems that teachers not only reprimand boys more, but also talk with them about subject matter more frequently and listen to what they have to say more often. In short, boys are receiving more than their share of the teacher's active attention.

Although it is difficult to assess the impact of all this attention,



Girls are nurses.

**SOURCE:** Whitney Darrow, Jr., *I'm Glad I'm a Boy! I'm Glad I'm a Girl!* New York, Simon and Schuster, 1970. Reprinted by permission of Windmill Books/Simon and Schuster.

including negative attention, on boys, one researcher suggests the following result: "One consequence might be a cumulative increase in independent, autonomous behavior by boys as they are disapproved, praised, listened to, and taught more actively by the teacher."[28]

We have been discussing school as a feminine environment in which boys rebel against the network of restrictions imposed upon them. It also appears that boys view this feminine environment as an inappropriate arena for combat and achievement. They are consistent losers when school laurels in the form of grades are given out.

*The teacher has just handed back a major unit test to her third grade class. She states that she has stars to put on the papers of*

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*those who received A's and B's, and she requests that children with the appropriate grade come up to her desk to claim their reward. The line that circles her desk is overwhelmingly female.*

Elementary school boys appear to be quite unsuccessful when it comes to winning good grades. Among boys and girls of comparable IQ, girls are more likely to receive higher grades than boys. Also, boys who do equally as well as girls on achievement tests get lower grades in school. In fact, throughout elementary school two-thirds of all grade repeaters are boys.[27] Within this general pattern of low achievement, one subject is singled out for particularly poor performance.

*It is ten o'clock. A glance at the daily lesson plan shows that reading is scheduled, and if one steps inside the classroom, (s)he will find the teacher calling upon Johnny to read a selection in the basal reader. Johnny stumbles his way through the passage—his reversals and omissions turning the printed word into a tortured garble. The teacher sighs with impatience and then calls on Loretta who reads the section fluently.*

Reading is a subject that seems to be a good deal more difficult for boys than for girls. In a study of one thousand first graders in Maryland, it was found that for every girl with a reading problem, there were about two boys.[28] Other researchers have found that three times more boys than girls have trouble with reading.[29]

There is evidence that shows that this difficulty is not something inherently male, but rather one of the more pernicious examples of incidental learning. John McNeil studied seventy-two kindergarten boys and sixty kindergarten girls who were enrolled in a reading program that consisted of programmed instruction. In this program, the children sat in individual cubicles; they were presented identical segments of reading material at a common pace, and they received the same number of taped comments of encouragement. The boys and girls were given equal opportunity to respond, and the same number of responses were demanded daily from all learners. On a word recognition test administered after the program had been in operation for four months, boys made significantly higher scores than girls did. After completing this program, the children were placed in a regular classroom situation where they received their reading instruction from female teachers. After four months of classroom reading, a similar test was administered. This time the boys did not do as well as the girls.

In an attempt to figure out reasons for the shift in test scores, McNeil asked the children to nominate those in their reading group who received negative comments from the teacher such as "Sit Up!" "Pay attention." The nominations indicated that boys not only received more negative admonitions, but also were given less opportunity to read.[30] Thus it appears that boys may be taught reading in a more punitive manner, and these negative contacts may be associated with difficulties boys have in beginning reading.

A cross-cultural study also makes the point that the young boy's trouble with reading is a socially learned disability. Reading achievement levels of over a thousand students in Germany and over a thousand students in the United States were analyzed. In the United States, mean scores for girls were higher than mean scores for boys. In Germany, however, the opposite was true; boys had the higher scores. It was noted in the study that teachers in Germany are primarily male, and this may have contributed to the boys' superior reading scores.[31] It appears that reading disability in either sex can be attributed to cultural factors. However, one cannot assume that male teachers will necessarily result in higher reading performance by male students. Other studies report no difference in reading gains made by students with teachers of either sex.[32]

In many ways the experience of schooling reinforces the already partially formed sex role stereotypes that boys bring to it. Often the nuclear family environment is a feminine one from which the father departs early in the morning and does not return until evening, possibly even after the youngster has gone to bed. Mother and child spend long unbroken hours in one another's company. Typically, the elementary school classroom is also a "feminine" environment organized and administered by a woman. A difference emerges in the way the young boy is treated in these two environments. At home an independent life style is fostered. In the classroom, where approximately thirty individuals are packed into close quarters, activity and independence are frowned upon. There, docility is the message of the hidden curriculum. Often boys rebel. This rebellion brings increased teacher disapproval, but also increased teacher attention in general. As they refuse to buy this message of docility, as they interact more directly and actively with teachers, their approach to learning becomes increasingly independent and autonomous.

That is a positive result of the boy's conflict with school. There are negative effects, too. School may become so distasteful that he drops out. He may do this literally, but he can also drop out in a less concrete fashion. Although he may remain a firmly entrenched

II.A.3.
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figure in the second seat, fourth row, his thoughts and energy are everywhere but in the classroom. This kind of dropping out can be seen in high male failure rates, in bad grades, and in the expressed hatred of school.

## School against girls

Educators have not spent as much time worrying about what happens to girls in elementary school. A review of the educational literature does not disclose numerous articles pleading, "Let's Give the Girls a Break" or asking, "Is School Destroying our Daughters?" Until very recently, that is. The women's liberation movement has caused increased awareness and indignation at unequal treatment of females in all institutions of society, and as one of these institutions, attention is focused on the school. Most frequently, discrimination is being examined at the university level. However, girls learn harmful lessons at all rungs of the educational ladder, and the groundwork for future discrimination is established early.

If the young girl has experienced sex typing at home, it is likely she will enter school already somewhat compliant and passive. These characteristics are well in line with the norms of the elementary school; it seems that the young female student should feel very much at home there. In order to see if the sex typing is reinforced, let's visit the classroom again. Let's join Mary-Alice as she experiences her first day at school and the arithmetic lesson that went so unhappily for Tommy.

*Amid the noise and confusion of thirty five- and six-year-olds settling into their desks, Mary-Alice was led to her seat. The busy turmoil of the classroom confused her and a hundred different vignettes competed for her attention: mothers waving goodbye, colorful pictures on the bulletin board, a cage with a hamster, bookcases lined with picture books, children whispering together in the corridor. She was puzzled and anxious about her new surroundings, and she waited cautiously at her seat to see what would happen.*

*After introducing herself to the class, the teacher gave instructions for a lesson in arithmetic. Mary-Alice listened very carefully, and then working slowly and methodically, she took her ruler and divided her paper into three equal compartments. In the first box she drew one lollipop, in the second, two flags, and in the third, three ice cream cones. When the teacher stopped by her desk to check her work she was delighted: "This is the most attractive paper in the* *class. I'm going to put it on the bulletin board so that everyone can see it." Mary-Alice smiled and silently vowed that tomorrow she would try to make her paper even neater and prettier.*

Mary-Alice does indeed feel at home in elementary school—and therein lies the problem. Jerome Bruner summarizes the result of this too comfortable fit:

> *Observant anthropologists have suggested that the basic values of the early grades are a stylized version of the feminine role in society, cautious rather than daring, governed by a lady-like politeness. . . . Girls in the early grades who learn to control their fidgeting earlier are rewarded for excelling in their feminine values. The reward can be almost too successful in that in later years it is difficult to move girls beyond the orderly virtues they learned in their first school encounters. The boys, more fidgety in the first grades get no such reward, and as a consequence may be freer in their approach to learning in the later grades.*[23]

> **A girl whose spirits have not been dampened by inactivity, or innocence tainted by false shame, will always be a romp. . . .**
>
> **Mary Wollstonecraft**
>
> ***A Vindication of the Rights of Women*, 1792**

Girls are reinforced for silence, for neatness, for conformity—and in this dispensation of rewards, the process of learning is thwarted. One study, concerned with fifth-grade children, points up the unhappy effects that reward-seeking can have on intellectual curiosity. It shows that when students are anxious to receive good grades and teacher praise, they hide their academic weaknesses from the teacher and avoid situations of intellectual challenge.[24] Thus the young girl programmed into dependency on rewards, will be more likely to avoid the academically challenging problem wherein lies the possibility of failure and loss of teacher approval but also the potential for greater academic growth and stimulation.

In fact it has been shown that grade school girls are more likely to avoid possible failure than are boys of a corresponding age. One very interesting study was concerned with nursery and elementary school children. Each child was given two seven-piece wooden puz-

II.A.3.
(cont'd)

zles and was told that (s)he had one and a half minutes to complete each. The experimenter, however, only pretended to time the children's performances, and in actuality manipulated success and failure. The children were allowed to complete only one of the puzzles. The other was removed after five pieces had been connected, even if the time limit had not been reached. After the children had attempted to complete both puzzles, the experimenter announced that there was a little extra time to work on one of them again. The children were asked to choose the puzzle they wished to work on a second time. For the nursery school group, no significant difference was found between the repetition choices of boys and girls. For the grade school group, however, a telling pattern emerged. Boys more often chose to return to the puzzle they had failed to complete. In contrast, *girls more often repeated the puzzle that they had put together successfully*. They avoided the failure situation.[36]

Owing to the teachers' bestowal and withdrawal of rewards and an environment that stresses docility, the elementary school directly reinforces the passivity that the young female student may bring with her from home. The result is a bizarre distortion of the learning process. Neatness, conformity, docility, these qualities for which the young girl receives good grades and teacher's praise have little to do with active intellectual curiosity, analytical problem solving, and the ability to cope with challenging material. For good grades and teachers' praise, the grade school girl relinquishes the courage that it takes to grapple with difficult material. This naive young bargainer of seven or eight has made an exchange that will cost her dearly.

This passive approach to learning, this avoidance of the challenging situation, this fear of failure are obviously unfortunate, detrimental attitudes. What is even more disturbing is the fact that they can literally be translated into a decline of ability. It has been found that during the formative childhood years some children's IQs increase, some remain constant, and some decline. Eleanor Maccoby depicts the children at age six whose IQs will be likely to increase by the time they reach age ten. They are "competitive, self-assertive, independent, and dominant in interaction with other children. The children who show declining IQs during the next four years are children who are passive, shy, and dependent."[36] These are attitudes that tend to differentiate boys and girls. In effect, a devastating paradoxical theft has been committed. By effectively reinforcing a passive approach to learning, the school runs the risk of decreasing the female student's ability. Ironically, while attempting to increase student potential, the school, in reality, may be likely to limit it.

As was mentioned earlier, boys look around the elementary school and find that the school is staffed by female teachers; the result may be a conflict between their active life style and the school environment. Girls, however, experience their own difficulties with the staffing patterns of the elementary school.

*Joanne is in the sixth grade at Barnes Elementary School. She has gone there all her life, and all her teachers have been women. Joanne has seen that sometimes students get fresh and hard to handle, and then the teacher sends these students to the principal's office. She has also noted that whenever the teacher doesn't know the answer to a question about school rules and regulations, the teacher says that she will find out the answer from the principal. All her teachers have taken their orders from the principal and have gone to him when they need help. And the principal is a man. Joanne wonders if, in every profession, women always get directions and orders from men.*

It may be that elementary school is a woman's world, but a male captain heads the ship. Futhermore, the trend is toward replacing more and more of these principalships with men. According to a 1928 National Education Association report, 55 percent of elementary school principals were women.[37] In 1966, men out-numbered women in these principalships by a ratio of three to two.[38] In 1971, although women comprised 88 percent of elementary school teachers, they were only 22 percent of elementary school principals.[39]

The woman principal is a vanishing breed, and apparently her extinction is not coming about because men are better at the job. In a 1955 study, which has since been replicated, it was found that female principals were more democratic and were more concerned with the objectives of teaching, with pupil participation, and with the evaluation of learning.[40] This indication of the superiority of the female principal is not necessarily a sign that women are more capable administrators. Rather it points up the far richer female talent pool that is available to begin with. Not only do more women than men go into elementary education, but there is also evidence that women who choose education for a profession are brighter than men who choose this field. In 1968, 268 male and 811 female merit scholarship finalists and semifinalists chose secondary education for a career, and for elementary education, the figures were two men and 146 women.[41] Evidently, when administrative talent is selected, the brightest is not the best.

As one climbs higher on the administrative ladder, there are fewer

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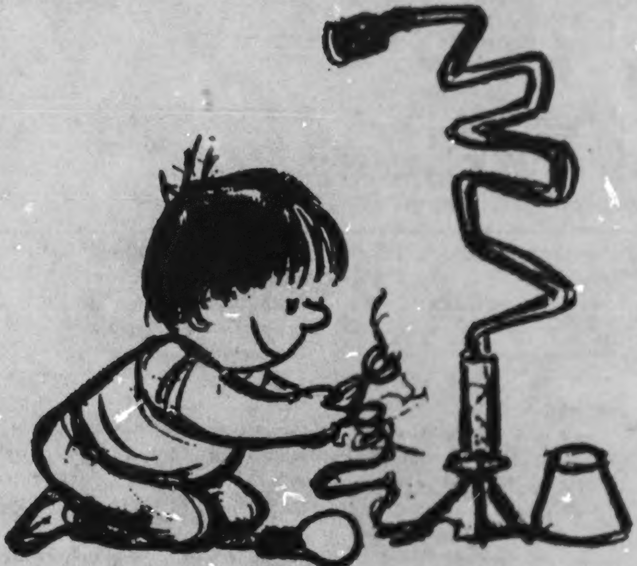
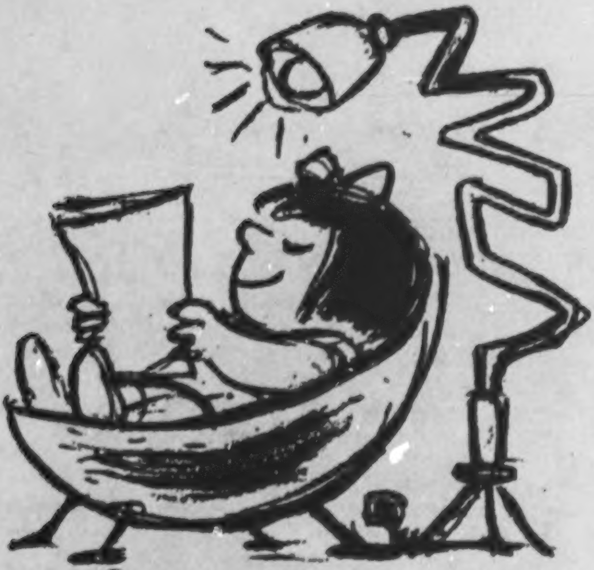


Boys invent things.

**SOURCE:** Whitney Darrow, Jr., *I'm Glad I'm a Boy! I'm Glad I'm a Girl!* New York, Simon and Schuster, 1970. Reprinted by permission of Windmill Books/Simon and Schuster.

and fewer women to be found. In 1971, there were only two women among the thirteen thousand district superintendents in the United States.[42] Moreover, as of 1960 more than one-half of all school boards, key centers of decision making, had no women members.[43]

Thus, women swell the base of the educational pyramid, feminizing the elementary school, and men perch along the structure's top, issuing their directives and decisions. The pattern is familiar. It can be seen in the business office where a pool of secretaries, armed with memo pad and typewriter, put into operation the orders of their male commander; it happens on the hospital ward where female nurses, equipped with bedpan and thermometer, carry out the instructions



Girls use what boys invent.

SOURCE: Whitney Darrow, Jr., *I'm Glad I'm a Boy! I'm Glad I'm a Girl!* New York, Simon and Schuster, 1970. Reprinted by permission of Windmill Books/Simon and Schuster.

of the male doctor. In education as in other fields, women have their place—and it is not on top.

How does this imbalance in the school staffing pattern affect the elementary school girl? She may be quite unaware of many of the male bosses. School board members and superintendents may be little more than shadowy, undefined figures who shuffle papers and talk incessantly in some unimportant corner of her school world. However, the male boss in the form of the principal does emerge as an important figure. Whenever an issue is too big or troublesome for the teacher (usually female) to handle, the principal (usually male) is called upon to offer the final decision, to administer the ultimate

II.A.3.
(cont'd)

punishment or reward. And children, so alert to body cues, so sensitive to messages transmitted through the silent language, must detect the teacher's change in demeanor, the slight shift in posture that transforms confidence into deference and respect. It would be hard to misinterpret the relationship. The teacher is the boss of the class; the principal is boss of the teacher. And the principal is a man. In the child's mind associations form. When a woman functions professionally, she takes orders from a man, and the image of female inferiority and subservience begins to come across.

Children seldom see a female superintendent, and the woman principal is becoming harder and harder to find. There is another staffing rarity, and this is the opportunity for children to work with a teacher who is noticeably pregnant, for many schools have written policies that require discontinuance of teaching at a specific time during pregnancy, sometimes as early as the third month. Women teachers who have been harmed by such regulations are taking their grievances to court, contending that such policies violate their equal protection rights under the fourteenth amendment.

A Virginia school teacher, Susan Cohen, is the first woman to successfully challenge the constitutionality of regulations concerning mandatory maternity leave. In her federal court suit, the judge noted, "Decision of when a pregnant teacher should discontinue working are matters best left up to the woman and her doctor."[44]

But even as Mrs. Cohen was winning her suit in Virginia, two women teachers in Cleveland lost their case against compulsory maternity leave. The following are comments taken from actual court records. They represent the puritanical views that some board members and educators hold about pregnant women.

*Teachers suffered many indignities as a result of pregnancy, which consisted of children pointing, giggling, laughing, and making snide remarks.*

*Although no child was born in the classroom, a few times it was very close.*

*Where the possibility of violence and accident exists, pregnancy greatly magnifies the probability of serious injury.*

*The kids might think she has a watermelon in her belly.*[45]

As increasing numbers of women challenge these attitudes and the regulations in which they are embodied, they are receiving assistance from the National Education Association through the Du Shane Emergency Fund. Lawsuits have now been instituted in situations involving forced maternity leave, loss of salary and retirement benefits, endangered tenure and seniority rights, and inequitable policies relative to reemployment after childbirth.

The dismissal of pregnant teachers also harms children, for pregnancy and birth can be presented and discussed in schools in a highly positive manner. A second-grade teacher brought his wife, who was eight months pregnant, into class to talk to the children. They were fascinated as she told them how the baby was growing inside her and a few, who felt the baby kick when they placed their hands on her stomach, were delighted and amazed. Almost daily after her visit they asked about the progress of mother and baby and with the teacher's help built a chart for the bulletin board on the development of a fetus. Later the teacher brought his wife to class again, this time with their four-month-old daughter, and a whole new learning area was opened—how to take care of a newborn infant.

Compulsory maternity leaves and related policies obviously do a disservice to women teachers. They deprive children as well, teaching them by omission that a pregnant woman is someone to giggle at or be embarrassed about and also denying them involvement in the fascinating process of birth.

Curricular materials as they now exist also harm elementary school children—particularly girls. What do girls learn about themselves from the image of women in school texts?

*Sara's fourth-grade class has spent the past month studying the early history of America. The children's history text tells of the colonists' refusal to accept "taxation without representation," the war with England, and the struggle to conceptualize a new form of government. The text is replete with pictures and biographical sketches of George Washington, Ben Franklin, Paul Revere, Sam Adams. Although Sara has examined the text carefully, the only woman she can find mentioned is Betsey Ross. She wonders if there simply weren't any women in the colonies or if women never did anything worth writing about. It seems to her to have been a rather lopsided birth of the nation—having only founding fathers.*

It is not only the history books that deny the young elementary school child heroic and positive female role models. If she wishes to read a biography about a famous American, she can turn for inspiration to Henry Hudson, Lewis and Clark, Robert Peary, Kit Carson,

II.A.3. (cont'd)

Davy Crockett, Buffalo Bill, Abraham Lincoln, George Washington, Ben Franklin, Thomas Jefferson, Andrew Jackson, Woodrow Wilson, Mike Fink, and Albert Einstein, to name some of the more well-known figures. If for any reason she would like to read about a woman, she also has a choice: Annie Oakley, Amelia Earhart, and more recently, Shirley Chisholm. Of course other biographies about women do exist, but she will have to look a good deal harder to find them.[46]

Even in elementary math texts, sex stereotyping is blatant. Members of the Education Committee of the National Organization for Women in New York City conducted a study of math books that yielded the following results.

Mathematical problems in *Seeing Through Arithmetic Five* by Scott Foresman present math concepts in social contexts that strongly reinforce stereotyped sex roles. The following are some examples, with page numbers.

- Brownies are cooking and sewing to raise money. (p. 22).
- Boy is building with his father, thus stressing active work as related to males. (p. 26).
- Out of ten problems, five dealt with girls cooking and sewing. (p. 45)
- Problems dealing with club activities: girls are shown making sandwiches, and boys build dividers. (p. 65)
- Shows girls' 4-H club activities. Fourteen problems deal with sewing and cooking. (p. 84)
- Out of fourteen problems, three deal with mother cooking and girls helping. (p. 110)
- Girls and women are shown cooking and cutting cakes. (p. 133)
- Father takes boys on camping trip. Mother stays home and bakes. (p. 154).
- Boy goes out planting with father while mother stays home and bakes. (p. 183)
- Women and girls are shopping for food and sewing supplies. (p. 214)
- Problems deal with women cooking and sewing and men driving cars and hiking. (p. 220)
- Women and girls are shopping and cooking. Problems dealing with men have them building, repairing, and earning money. (p. 264)

*Math Book 5* (Heath) contains fewer problems than the preceding book, but where there are problems, role teaching is just as evident. Some examples follow:

- Out of ten problems, five deal with boys working at physical activities, and two problems have girls babysitting and sewing. (p. 155)
- Out of five problems, one has girls sewing, and two problems have boys playing marbles while girls are jumping rope. (p. 166)
- There are twelve problems altogether; eleven dealing with boys earning money, building things and going places, while one deals with a girl buying a ribbon for a sewing project. (p. 173)
- Out of five problems, three deal with boys and men doing varied activities while one problem deals with one girl shopping and one girl sick. (p. 197)[47]

What about pleasure reading available to the elementary school girl? A committee of feminists examined lists of past Newbery Award Winners and books recommended by the American Library Association. They found that of all forty-nine Newbery Award Winners, books about boys outnumbered books about girls three to one, and in the ALA lists the ratio was two to one.[48] The committee also extracted sexist quotes that they felt would teach girls that it is discouraging and humiliating to have been born female. For example, a sympathetic male character in the 1967 Newbery Winner, *Up a Road Slowly*, gives the heroine the following advice: "Accept the fact that this is a man's world and learn how to play the game gracefully." And in the 1957 Newbery Award Winner, *Miracles on Maple Hill*, the author sets forth a less demanding code of behavior for girls than for boys, one that requires less in the way of courage and intelligence.

*For the millionth time she was glad she wasn't a boy. It was all right for girls to be scared or silly or even ask dumb questions. Everybody just laughed and thought it was funny. But if anybody caught Joe asking a dumb question or even thought he was the littlest bit scared, he went red and purple and white. Daddy was even something like that, old as he was.*[49]

School reading texts were also studied. It was found that the major reading series used in almost all public and private schools across the country teach that being a girl means being inferior. In these texts, boys are portrayed as being able to do so many things: they play with bats and balls, they work with chemistry sets, they do magic tricks that amaze their sisters, and they show initiative and independence as they go on trips by themselves and get part-time jobs. Girls do things too: They help with the housework, bake

II.A.3.
(cont'd)

cookies and sit and watch their brothers—that is, assuming they are present. In 144 texts studied, there were 881 stories in which the main characters are boys and only 344 in which a girl is the central figure.[80] Furthermore, as Marjorie U'Ren, who examined the most recent textbooks adopted or recommended for second- through sixth-grade use in California, points out, females are depicted as having less mental perseverance and moral strength than males. "Not only are females more often described as lazy and incapable of independent thinking or direct action, but they are also shown as giving up more easily. They collapse into tears, they betray secrets, they are more likely to act on petty or selfish motives."[81]

Adults in these readers are also characterized by streotyped behavior. The men do a variety of exciting jobs; career possibilities include being an astronaut, explorer, inventor, scientist, writer, and so on. Occasionally, women in these texts work, but only in the sex-typed jobs of secretary, nurse, teacher, and librarian. Moreover, when women do fulfill the traditional role of housewife and mother, they are depicted as one-dimensional cardboard characters. The mother's activities are almost totally restricted to housekeeping and cooking. When she speaks, she often serves as a foil for father, asking him what can be done in a particular situation, and then taking his advice as he creatively and decisively solves the problem.[82]

The proverb "a single picture is worth a thousand words" suggests that pictures may have a powerful impact. We cannot leave children's texts without a look at how they are illustrated. U'Ren, in the California study, notes that only 15 percent of the text illustrations are of girls and women. The most important illustrations, those on book covers or by chapter headings are invariably of males; in group scenes, females are found making up the background. Although any photograph of a street scene shows an equal amount of males and females, in a textbook illustration there will usually be more men than women.[83] There is a further distortion in textbook pictures. Young girls, because they mature earlier, are often taller and heavier than are boys of a corresponding age. However, in textbook pictures girls are usually drawn smaller than boys, a bizarre contradiction of reality.[84]

One of the most overtly offensive books for young children is *I'm Glad I'm a Boy! I'm Glad I'm a Girl!*, illustrations from which are included in this chapter. In this book, captions under large cartoon figures announce the following role dispensations: boys are doctors, pilots, policemen, and Presidents; girls are nurses, stewardesses, metermaids, and First Ladies. This children's book was published in

1970.[55] One can only imagine the uproar if similarly subservient roles, complete with lower status and lower pay, were depicted as appropriate for black, Mexican, or native Americans.

Obviously authors and illustrators have not joined in a pernicious conspiracy to put down women. Discrimination is for the most part unintentional—although not completely. In a course called Writing for Children, one instructor warned, "The wise author writes about boys, thereby insuring himself a maximum audience, since only girls will read a book about a girl, but both boys and girls will read about a boy." And the Newbery Award winner *Island of the Blue Dolphins* was initially rejected by a publisher who wanted to change the sex of its courageous heroine.[56]

The result is that for a girl in search of an inspiring model, reading and history texts, biographies, and fiction offer a meager diet. Not only is there little that is inspiring, but there is far too much that is degrading and humiliating, that teaches a girl not to strive, not to achieve, and to be docile, dependent, submissive, and unobtrusive. Perhaps this robbery of proud and achieving models is part of what the *Old Mole* of Cambridge, Massachusetts refers to in its statement:

> *Our history has been stolen from us. Our heroes died in childbirth, from peronitis, overwork, oppression, from bottled up rage. Our geniuses were never taught to read or write. We must invent a past adequate to our ambitions. We must create a future adequate to our needs.*[57]

Thus, because of the operation of the pervasive hidden curriculum —interaction patterns, a seductive reward system, unbalanced staffing and curricular materials—sex stereotypes introduced in the home are reinforced and refined in school. Young boys rebel against the hidden curriculum's demand for quiet and docile behavior and maintain the ability to deal with school life in an autonomous and independent manner. Although they do not generally win official school approval in the form of grades, there is no shortage of societal role models in the school itself and in books to assure the boy that success will eventually be his.

Young girls do not leave the elementary school with so little damage done. For them, a robbery has been perpetrated. This has not been accomplished by a swift, direct maneuver like the act of a pickpocket as he slips a wallet from his victim's pocket. Rather, it is a slow, subtle, and daily filching of self-respect as girls are seduced

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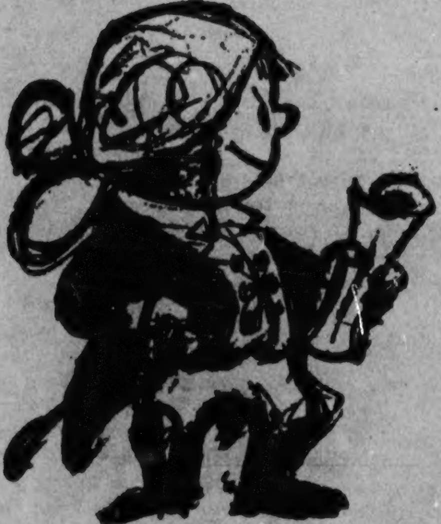


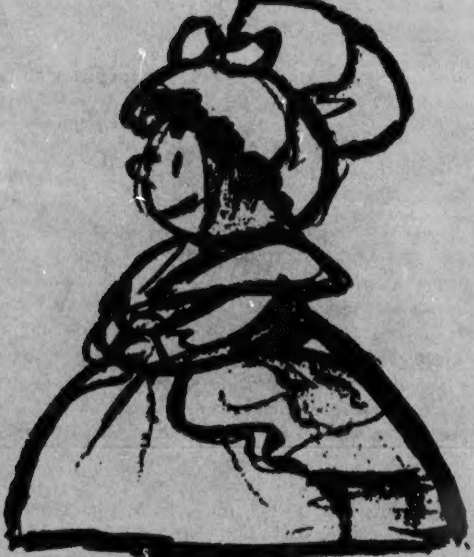
Boys are Presidents.

SOURCE: Whitney Darrow, Jr., *I'm Glad I'm a Boy! I'm Glad I'm a Girl!* New York, Simon and Schuster, 1970. Reprinted by permission of Windmill Books/Simon and Schuster.

by the reward system, as they shy away from challenging material, as they are presented in life and in books with role models who are subservient and apparently inferior to men.

## THE LOSS OF HUMAN POTENTIAL

Ironically, although artificial sex typing is encouraged in school—the aggressive, superior male and the passive, inferior female—the real purpose of biological differentiation between men and women is totally ignored. Anything related to sexuality itself is the school's Number 1 Taboo. In their homes, on television, and in movies, children see that men and women express love for one anotner. However, it would be an incredibly rare experience to see a man and woman



Girls are First Ladies.

SOURCE: Whitney Darrow, Jr., *I'm Glad I'm a Boy! I'm Glad I'm a Girl!* New York, Simon and Schuster, 1970. Reprinted by permission of Windmill Books/Simon and Schuster.

stop, embrace, and kiss in the school corridor or to hear a pregnant woman talk to a class about what it is like to have a baby. This arid and ascetic denial of sexuality in the school often results in an atmosphere of underlying tension, particularly in the upper elementary grades. The repression of sexuality can be seen in graffiti scribbled on locker and bathroom walls; it is apparent in the nervous giggles that erupt when a student reads aloud from a literature text words like "body," "breast," and "bosom."

*The school's persistent denial of sexuality generates an eerie kind of titilation. It becomes unnatural for a teacher to put her arm around a student, or even touch his arm to get his attention. In fact, many*

II.A.3.
(cont'd)

> *students back away instinctively, fearing active hostility. The mixed messages confuse them.*
>
> *Pleasure is put down so often. The damper sits uneasily. Show me a school where children hoot and applaud when someone drops a tray in the cafeteria, or where straw wrappers hang from the ceiling, or where milk cartons fly through the air, and I'll show you a school that represses the normal exuberance of youth and substitutes titillation*
>
> *Sexuality goes underground. Imagine a school where the young and pretty third-grade teacher falls in love with the male physical education teacher. The giggles and whispers and frenetic curiosity of the students seem way out of proportion to their response to a similar situation outside the school. The school encourages titillation by its very denial of the sexuality in us all.*[58]

Thus, at the same time that it reinforces the artificial sex role trappings, the school makes a pariah of sexuality, barring it from the classroom. Each sex is shaped to fit a specified mold. But the cost is high. A whole range of behaviors and attitudes are denied to boys and girls. If boys cry, or like ballet, or write poetry, or play with dolls, they are subjected to taunts of "sissy" or "fairy." Girls who play football, climb trees, or experiment with chemistry sets are labeled "tomboys."

> A man ought no more to value himself for being wiser than a woman, if he owes his advantage to a better education, than he ought to boast of his courage for beating a man when his hands were bound.
>
> Mary Astell, *An Essay in Defense of the Female Sex*, 1721

But sex stereotyping does more than deny access to boys and girls of a wide variety of behaviors and activities that would make their lives richer and fuller. For girls, as they are molded into roles of women, there is a concomitant ebbing away of pride and self-esteem. The loss of dignity, the growing feelings of inferiority that comes of being made female have been documented in numerous studies. It has been shown that as boys and girls progress through school, their opinions of boys become higher, and, correspondingly, their opinions of girls become lower.[59] Thus children learn that boys are worth more. In another study it was found that grade school boys were more certain that it's great to be male; they were more confident and assertive. In contrast, girls were not particularly enthusiastic about having been born female. They were less confident about their accomplishments, their popularity, and their general adequacy. Rather than concentrating intensely, as did boys, on their present lives, they looked forward with hope and interest to their adolescent and adult futures.[60]

This hope placed in the future is particularly ironic since girls' options become more confined as they grow older. Even as young girls look for better times at a later date, they are aware of the restricted nature of their future role options.

Over 700 fourth-, fifth-, and sixth-grade girls were asked what they would like to become when they were grown up. Almost all selections made by these young girls fell into one of four categories. Each girl chose to become a teacher, a nurse, a secretary, or a mother. Fantasy played no part at all in their decisions. On the other hand, when boys were asked the same question, their choices were not restricted; for them, the world was wider. At each of the three grade levels, about 15 percent of their choices were based on pure fantasy. For example, one boy said, "I would like to be a businessman and sit and work a big deal." Another fantasized, "I would like to be a cop and have adventures."[61]

Restriction of options, feelings of inadequacy, a growing sense of inferiority—these are the legacy bequeathed to the female, and she knows it at a very young age. Although the pattern of underachievement in males begins at grade one, girls often aspire and achieve only until the fifth and sixth grades. This is the point at which they develop a conception of how limited their role in life will be. In this role, there is little room for their high aspiration and achievement. The "why bother" attitude takes over.[62]

Let us for a brief moment leave the facts and figures, the studies that show limited career options and decreasing self-esteem. Let us turn to one elementary school girl who wrote the following letter that appears in a book called *Children's Letters to God*.[63] She asks,

> Dear God,
>
> Are boys better than girls? I know you are one, but please try to be fair.
>
> Love,
> Sylvia.

II.A.3.
(cont'd)

The authors recently showed this letter to some friends, and their reactions were: "How cute!" and "How sweet!" It is our opinion that this letter is not cute, and if it is sweet, it is only in the most pathetic sense. It is the expression of a devastating loss at a very young age.

## NOTES

[1] Thomas Lyles, "Grouping by Sex," *National Elementary Principal*, 46, no. 2 (November 1966), 38–41. Copyright 1966, National Association of Elementary School Principals, NEA. All rights reserved.

[2] "No Girls (Or Lady Teachers) Please," *Nation's Schools*, 83, no. 4 (April 1969), 68–69.

[3] Phil Jackson, *Life in Classrooms*, New York, Holt, Rinehart and Winston, 1968, p. 5

[4] *Ibid.*, pp. 33–37.

[5] Melvin Silberman, ed., *The Experience of Schooling*, New York, Holt, Rinehart and Winston, 1971, pp. 9–58.

[6] Robert Goldhammer, *Clinical Supervision*, New York, Holt, Rinehart and Winston, 1969, pp. 11–21.

[7] George Spindler, ed., *Education and Culture*, New York, Holt, Rinehart and Winston, 1963, pp. 148–149.

[8] Sandra Bem and Daryl Bem, "We're All Nonconscious Sexists," in Daryl J. Bem, *Beliefs, Attitudes, and Human Affairs*, Monterey, Calif., Brooks/Cole, Copyright 1970 by Wadsworth Publishing Co.

[9] Robert Sears, Eleanor Maccoby, and Harry Leven, *Patterns of Child Rearing*, Evanston, Ill., Row, Peterson, 1957.

[10] Susan Goldberg and Michael Lewis, cited in Bem and Bem, *op. cit.*

[11] Jerome Kagan, "Acquisition and Significance of Sex Typing," in Martin and Lois Hoffman, eds., *Review of Child Development*, New York, Russel Sage Foundation, 1964, pp. 137–167.

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II.A.3.
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## "Biology as Destiny"

II. Goal: PARTICIPANTS WILL INCREASE AWARENESS REGARDING THE WAYS IN WHICH CHILDREN ARE STEREOTYPED IN TERMS OF CAREER ASPIRATIONS AND AWARENESS.

B. Objective: Identify the similarities/differences that seem to exist between male and female children.

1. Learning Strategy:

Instructions:

a. Explain goal and objective of strategy.

b. Share "Summary of Elementary Literature Review" (emphasize section on biological differences) and "What We Know and Don't Know About Sex Differences."

c. Use these discussion questions with participants so they can personalize and internalize the information:

1) What is your initial reaction to the findings? Do they fit with your personal experiences or with those of your children? Are any findings surprising?
2) Are there any allowances or special considerations that should be made with the schools and classrooms that reflect these differences? Why? Why not?
3) How might the myths reported affect the attitudes and behaviors of teachers? Of parents?
4) Is the literature on sex differences relevant to persons of various racial and ethnic backgrounds? To physically handicapped persons?

d. Read the article "Debatable Conclusions About Sex Differences" by Jeanne Block.

e. Discuss:

1) What are your immediate reactions to the Block article?
2) How does it clarify or muddle your views on genetic sex differences?
3) Having read both articles, what are the most accurate statements one can make about the "state of the art" of the psychology of sex differences?

f. Summarize.

Minimum Time Required: 30 minutes

**Resources Needed:**

Attached articles: "What We Know and Don't Know About Sex Differences" (Maccoby and Jacklin, 1974)
"Debatable Conclusions About Sex Differences" (Block, 1976)

Handout: "Summary of Elementary Literature Review," (Pelcak, et al., 1977). Available in Section X of this training packet.

**Outcome Criterion:**

Participants will reflect in their journals on how their beliefs about sex differences influence the ways they treat girls and boys to reinforce stereotypic behavior.

> "My attitudes about genetic sex differences affect girls and boys because..."

## *MYTH, REALITY AND SHADES OF GRAY:*
## *WHAT WE KNOW AND DON'T KNOW ABOUT SEX DIFFERENCES*[1]

by Eleanor Emmons Maccoby and Carol Naby Jacklin

*In a dispassionate look at all the evidence, two researchers lay the state of our psychological knowledge out flat. Yes, girls differ from boys, but...*

The physical differences between men and women are obvious and universal. The psychological differences are not. Yet people hold strong beliefs about sex differences, even when those beliefs fail to find any scientific support.

Some popular views of sex differences are captured in a scene from the Rodgers and Hammerstein musical, *Carousel*. A young man discovers he is to be a father. He rhapsodizes about the kind of son he expects to have. The boy will be tall and tough as a tree, and no one will dare to boss him around. It will be all right for his mother to teach him manners, but she mustn't make a sissy out of him. The boy will be good at wrestling, and able to herd cattle, run a riverboat, drive spikes.

Then the prospective father realizes, with a start, that the child may be a girl. The music moves to a gentle theme. She will have ribbons in her hair. She will be sweet and petite, just like her mother, and suitors will flock around her. There's a slightly discordant note, introduced for comic relief from sentimentality, when the expectant father brags that she'll be half again as bright as girls are meant to be. But then he returns to the main theme: his daughter will need to be protected.

The lyrics in this scene reflect some common cultural stereotypes. There are also some less well-known stereotypes in the social science literature on sex differences. We believe there is a great deal of myth in both the popular and scientific views about male-female differences. There is also some substance.

In order to find out which generalizations are justified and which are not, we spent three years compiling, reviewing and interpreting a very large body of research--over 2,000 books and articles--on the sex differences in motivation, social behavior, and intellectual ability. We examined negative as well as positive evidence. At the end of our exhaustive and exhausting search, we were able to determine which beliefs about sex differences are supported by evidence, which beliefs have no support, and which are still inadequately tested.

First, the myths.

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[1] From: Psychology Today, December 1974, pp. 109-112. Permission to reprint granted by Maccoby.

## MYTH ONE: GIRLS ARE MORE "SOCIAL" THAN BOYS

There is no evidence that girls are more likely than boys to be concerned with people, as opposed to impersonal objects or abstract ideas. The two sexes are equally interested in social stimuli (e.g., human faces and voices), and are equally proficient at learning by imitating models. They are equally responsive to social rewards such as praise from others, and neither sex consistently learns better for this form of reward than for other forms.

In childhood, girls are no more dependent than boys on their caretakers, and boys are no more willing than girls to remain alone. Girls do not spend more time with playmates; the opposite is true, at least at certain ages. The two sexes appear to be equally adept at understanding the emotional reactions and needs of others, although measures of this ability have been narrow.

Any differences that do exist in the sociability of the two sexes are more of kind than of degree. Boys are highly oriented toward a peer group and congregate in larger groups; girls associate in pairs or small groups of children their own age, and may be somewhat more oriented toward adults, although the evidence on this is weak.

## MYTH TWO: GIRLS ARE MORE SUGGESTIBLE THAN BOYS

Boys are as likely as girls to imitate other people spontaneously. The two sexes are equally susceptible to persuasive communications, and in face-to-face situations where there is social pressure to conform to a group judgment about an ambiguous situation, there are usually no sex differences in susceptibility. When there are, girls are somewhat more likely to adapt their own judgments to those of the group, although some studies find the reverse. Boys, on the other hand, appear to be more likely to accept peer group values when these conflict with their own.

## MYTH THREE: GIRLS HAVE LOWER SELF-ESTEEM THAN BOYS

Boys and girls are very similar in overall self-satisfaction and self-confidence throughout childhood and adolescence. (The information on childhood is meager, but what there is indicates no sex difference.) The sexes do differ in the areas in which they report greatest self-confidence. Girls rate themselves higher in the area of social competence, while boys more often see themselves as strong, powerful, dominant, potent.

Through most of the school years, boys and girls are equally likely to believe they can influence their own fate, as opposed to falling victim to chance. During the college years (not earlier or later), men have a greater sense of control over their destiny, and are more optimistic in predicting their own performance on a variety of school-related tasks. However, this does not imply a generally lower level of self-esteem among women of this age.

## MYTH FOUR: GIRLS LACK MOTIVATION TO ACHIEVE

In the pioneering studies of achievement motivation, girls were more likely to report imagery about achievement when asked to make up stories to describe ambiguous pictures, as long as the instructions did not stress either competition or social comparison. Boys need to be challenged by appeals to their ego or competitive feelings, for their achievement imagery to reach the level of girls'. Although boys' achievement motivation does appear to be more responsive to competitive arousal, that does not imply that they have a higher level of achievement motivation in general. In fact, when researchers observe behavior that denotes a motive to achieve, they find no sex differences or find girls to be superior.

## MYTH FIVE: GIRLS ARE BETTER AT ROTE LEARNING AND SIMPLE REPETITIVE TASKS. BOYS ARE BETTER AT HIGH-LEVEL TASKS THAT REQUIRE THEM TO INHIBIT PREVIOUSLY LEARNED RESPONSES

Neither sex is more susceptible to simple conditioning, in which stimuli become connected with responses in what is assumed to be a rather automatic process. Neither sex excels in rote-learning tasks, such as learning to associate one word with another. Boys and girls are equally proficient at tasks that call on them to inhibit various responses, e.g., discrimination of certain items from others, a task requiring the subject to avoid attending or responding to irrelevant cues.

Boys are somewhat more impulsive during the preschool years, but after that the sexes do not differ in ability to wait for a delayed reward or inhibit early, incorrect responses, or on other measures of impulsivity.

## MYTH SIX: BOYS ARE MORE "ANALYTIC" THAN GIRLS

The sexes do not differ on tests of cognitive style that measure one's ability to analyze, i.e., the ability to respond to a particular aspect of a situation without being influenced by the context, or restructure the elements of a problem in order to achieve a solution. Boys and girls are equally likely to respond to contextual aspects of a situation that are irrelevant to the task at hand. Boys are superior only on problems that require visual discrimination or manipulation of objects set in a larger context; this superiority seems to be accounted for by spatial ability, which we discuss below, and does not imply a general analytic superiority.

## MYTH SEVEN: GIRLS ARE MORE AFFECTED BY HEREDITY, BOYS BY ENVIRONMENT

Male identical twins are intellectually more alike than female identical twins, but the two sexes resemble their parents to the same degree. Boys are more vulnerable to damage by a variety of harmful agents in the environment both before and after birth, but this does not mean that they are more affected by environmental influences in general.

The two sexes learn with equal facility in a wide variety of situations. If learning is the primary means by which the environment affects us, then the two sexes are equivalent in this regard.

## MYTH EIGHT: GIRLS ARE "AUDITORY," BOYS "VISUAL"

Male and female infants do not seem to respond differently to sounds. At most ages, boys and girls are equally adept at discriminating speech sounds. There is no sex difference in memory for sounds previously heard.

No study shows a sex difference among newborns in time spent looking at visual stimuli. During the first year of life, neither sex emerges clearly as more responsive to what they see. From infancy to adulthood, the sexes exhibit a similar degree of interest in visual stimuli. They also seem to be alike in ability to discriminate among objects, identify shapes, estimate distances, and perform on a variety of other tests of visual perception.

Our examination of the social science literature also revealed some sex differences that are fairly well-established.

## DIFFERENCE ONE: MALES ARE MORE AGGRESSIVE THAN FEMALES

A sex difference in aggression has been observed in all cultures in which aggressive behavior has been observed. Boys are more aggressive physically and verbally. They engage in mock-fighting and aggressive fantasies as well as direct forms of aggression more frequently than girls. The sex difference manifests itself as soon as social play begins, at age two or two and a half. From an early age, the primary victims of male aggression are other males, not females.

Although both sexes become less aggressive with age, boys and men remain more aggressive through the college years. Little information is available for older adults.

## DIFFERENCE TWO: GIRLS HAVE GREATER VERBAL ABILITY THAN BOYS

Girls' verbal abilities probably mature somewhat more rapidly in early life, although a number of recent studies find no sex differences. During the period from preschool to early adolescence, the sexes are very similar in their verbal abilities. But at about age 11, they begin to diverge; female superiority increases through high school, and possibly beyond. Girls score higher on tasks that involve understanding and producing language, and on "high-level" verbal tasks (analogies, comprehension of difficult written material, creative writing) as well as "lower-level" measures (such as fluency and spelling).

## DIFFERENCE THREE: BOYS EXCEL IN VISUAL-SPATIAL ABILITY

Visual-spatial ability involves the visual perception of figures or objects in space and how they are related to each other. One visual-spatial test has the subject inspect a three-dimensional pile of blocks, and estimate the number of surfaces visible from a perspective different than his own. Another has him look at a figure, then select one from a set of four that matches the original if rotated in a plane. Male superiority on visual-spatial tasks is not found in childhood, but appears fairly consistently in adolescence and adulthood, and increases through the high-school years. The sex differences are approximately equal on analytic tasks (those that require separation of an element from its background) and nonanalytic ones.

## DIFFERENCE FOUR: BOYS EXCEL IN MATHEMATICAL ABILITY

The two sexes are similar in their early acquisition of quantitative concepts and their mastery of arithmetic in grade school. Beginning at about age 12 or 13, however, boys' mathematical skills increase faster than girls'. The greater rate of improvement does not seem to be entirely due to the fact that boys take more math courses, although the question has not been extensively studied.

The magnitude of the sex difference varies depending on the study, and is probably not as great as the difference in spatial ability. Both visual-spatial and verbal processes are sometimes involved in solving math problems; some problems can be solved in either way, while others cannot, a fact that may help to explain why the size of the sex difference varies from one study to another.

On some questions, we found ambiguous findings or too little evidence on which to base conclusions. These questions are still open to further research.

## QUESTION ONE: ARE THERE DIFFERENCES IN TACTILE SENSITIVITY?

Most studies of tactile sensitivity in infancy or ability to perceive by touch at later ages do not show sex differences. When differences are found, girls are more sensitive, but since this finding is rare, we cannot be confident that it is meaningful. Most studies in which the results are analyzed by sex deal with newborns; more work is needed with other ages.

## QUESTION TWO: ARE THERE DIFFERENCES IN FEAR, TIMIDITY AND ANXIETY?

Studies that involve direct observation of fearful behavior usually do not find sex differences. But teacher ratings and self-reports usually reveal girls as more timid or more anxious. The problem with self-reports is that we do not know whether the results reflect real differences, or only differences in people's willingness to report anxiety.

Since the very willingness to assert that one is afraid may lead to fearful behavior, the problem may turn out to be unimportant. But it would be desirable to have measures other than self-reports, which now contribute most of the data from early school age on.

## QUESTION THREE: IS ONE SEX MORE ACTIVE THAN THE OTHER?

Sex differences in activity level do not appear in infancy. They begin to show up when children reach the age of social play. Some studies find that during the preschool years, boys tend to be more active, but many studies do not find a sex difference. This discrepancy may be partially traceable to the kind of situation in which measurements are made. Boys appear to be especially stimulated to bursts of high activity when other boys are present. But the exact way in which the situation controls activity level remains to be established.

Activity level is also affected by motivational states--fear, anger, curiosity--and therefore is of limited usefulness in identifying stable individual or group differences. We need more detailed observations of the vigor and quality of children's play.

## QUESTION FOUR: IS ONE SEX MORE COMPETITIVE THAN THE OTHER?

Some studies find boys to be more competitive than girls, but many find the sexes to be similar in this regard. Almost all the research on competition has involved situations in which competition is maladaptive. For example, two people might be asked to play the prisoner's dilemma game, in which they have to choose between competitive strategies that are attractive to the individual in the short run, and cooperative strategies that maximize both players' gains in the long run. In such situations, the sexes are equally cooperative.

In settings where competitiveness produces greater individual rewards, males might be more competitive than females, but this is a guess based on common-sense considerations, such as the male interest in competitive sports, and not on research in controlled settings. The age of the subject and the identity of the opponent no doubt make a difference too; there is evidence that young women hesitate to compete against their boyfriends.

## QUESTION FIVE: IS ONE SEX MORE DOMINANT THAN THE OTHER?

Dominance appears to be more of an issue in boys' groups than in girls' groups. Boys make more attempts to dominate each other than do girls. They also more often attempt to dominate adults.

But the dominance relations between the sexes are complex. In childhood, the segregation of play groups by sex means that neither sex frequently tries to dominate the other; there is little opportunity. When experimental situations bring the two sexes together, it is not clear whether one sex is more successful in influencing the behavior of the other. In mixed adult groups or pairs, formal leadership tends to go to the males in the early stages of an interaction, but the longer the relationship lasts, the more equal influence becomes.

QUESTION SIX: IS ONE SEX MORE COMPLIANT THAN THE OTHER?

During childhood, girls tend to be more obedient to the commands and directions of adults. But this compliance does not carry over into relationships with peers. Boys are especially concerned with maintaining their status in their peer group, and therefore are probably more vulnerable than girls to pressures and challenges from that group, although this has not been well-established. It is not clear that in adult interactions, one sex is consistently more willing to comply with the wishes of the other.

QUESTION SEVEN: ARE NURTURANCE AND "MATERNAL" BEHAVIOR MORE TYPICAL OF ONE SEX?

There is very little information about the tendencies of boys and girls to be nurturant or helpful toward younger children or animals. Cross-cultural work does indicate that girls between six and ten are more often seen behaving nurturantly. In our own society, the rare studies that report nurturant behavior involve observation of free play among nursery-school children. These studies do not find sex differences, but the setting usually does not include children who are much younger than the subjects being observed. It may be that the presence of younger children would elicit sex differences in nurturant behavior.

Very little information exists on how adult men respond to infants and children, so we can't say whether adult females are more disposed to behave maternally than adult males are to behave paternally. But if there is a sex difference, it does not generalize to a greater female tendency to behave altruistically. Studies of people's willingness to help others in distress have sometimes found men to be more helpful, sometimes women, depending on the identity of the person needing help and the kind of help that is required. Overall, the sexes seem similar in degree of altruism.

QUESTION EIGHT: ARE FEMALES MORE PASSIVE THAN MALES?

The answer is complex, but for the most part negative. The two sexes are highly alike in their willingness to explore a novel environment, when they both have freedom to do so. Both sexes are highly responsive to social situations of all kinds, and although some individuals tend to withdraw from social interaction and simply watch from the sidelines, they are as likely to be male as female.

We said earlier that girls are more likely to comply with adult demands, but compliance can take an active form; running errands and performing services for others are active processes. Young boys seem more prone than girls to put out energy in bursts of strenuous physical activity, but the girls are not sitting idly by while the boys act; they are simply playing more quietly. Their play is fully as organized and planned, possibly more so. When girls play, they actively impose their own design upon their surroundings as much as boys do.

It is true that boys and men are more aggressive, but this does not mean that females are the passive victims of aggression--they do not yield or withdraw in the face of aggression any more frequently than males do, at least during the phases of childhood that have been observed. We have already noted the curious fact that while males are more dominant, females are not especially submissive, at least not to boys and girls their own age. In sum, the term "passive" does not accurately describe the most common female personality attributes.

We must conclude from our survey of all the data that many popular beliefs about the psychological characteristics of the two sexes have little or no basis in fact. Yet people continue to believe, for example, that girls are more "social" than boys, or are more suggestible than boys, ignoring the fact that careful observation and measurement show no sex differences.

The explanation may be that people's attention is selective. It is well-documented that whenever a member of a group behaves the way an observer expects him to, the observer notes the fact, and his prior belief is confirmed and strengthened. But when a member of the group behaves in a way that is not consistent with the observer's expectations, the behavior is likely to go unnoticed, so the observer's prior belief remains intact.

This probably happens continually when those with entrenched ideas about sex differences observe male and female behavior. As a result, myths live on that would otherwise rightfully die out under the impact of negative evidence.

# *DEBATABLE CONCLUSIONS ABOUT SEX DIFFERENCES**

by Jeanne H. Block**

In a time of intense, polarized debate on the issue of the equality of the sexes, it is an awesome responsibility to undertake a distillation of available research findings regarding the extent and nature of sex differences. Eleanor Maccoby and Carol Jacklin[1] have not been intimidated by this consequential challenge. Their book, *The Psychology of Sex Differences,* has already become a frequently cited reference because of the reputation of the authors, the contemporary interest in the topic, the scope of the book's coverage, and the extensive documentation provided. The authors' conclusions about sex differences have ramifications both for psychological theorizing and for political-social decision-making. Because of its potential influence as a statement of what psychologists have found out about sex differences, the work requires close scrutiny and careful evaluation as to its conceptual and empirical adequacy.

The book, a sequel to Maccoby's *The Development of Sex Differences* published in 1966, assays the results of approximately 1,600 studies (published, for the most part, between 1966 and 1973) for inclusion in their 233-page Annotated Bibliography. Studies are organized around eight broad topical areas and, within areas, studies are classified for their relevance to particular psychological dimensions or constructs. Eighty-three tables summarize analyses in which means and/or standard deviations were evaluated for sex differences. Each table includes information about the investigator(s), ages of subjects, sample sizes, specific variables analyzed, and the results of the between-sex statistical comparisons. Each table is extensively discussed.

Maccoby and Jacklin, on the basis of their evaluation of the empirical literature, conclude that there are a number of "unfounded beliefs about sex differences" (p. 349): that (1) girls are more "social" than boys, (2) girls are more "suggestible" than boys, (3) girls have lower self-esteem,

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* From: J.H. Block, "Debatable Conclusions About Sex Differences," *Contemporary Psychology*, 1976, 21, 517-522. © 1976 by The American Psychological Association. Reprinted by permission.

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(4) girls excel at simple repetitive tasks while boys are superior on tasks requiring more complex cognitive processing and the inhibition of previously learned responses, (5) boys are more "analytical," (6) girls are more affected by heredity and boys by environment, (7) girls are less motivated toward achievement, and (8) girls are more auditorially oriented while boys are more visually oriented.

"Sex differences that are fairly well established," according to the authors, are the following: that (1) girls excel in verbal ability, (2) boys excel in visual-spatial ability, (3) boys excel in quantitative ability, and (4) males are more aggressive.

With respect to seven additional areas, the authors conclude the evidence is equivocal: (1) tactile sensitivity, (2) fear, timidity, and anxiety, (3) activity level, (4) competitiveness, (5) dominance, (6) compliance, and (7) nurturance and "maternal" behaviors.

Further, their evaluation of sex-differentiated parenting behaviors revealed "...surprisingly little differentiation in parent behavior according to the sex of the child" (p. 338) and led them to conclude that "the reinforcement contingencies for the two sexes appear to be remarkably similar" (p. 342).

Earlier assessments of sex differences by Maccoby and others (e.g., Terman & Tyler; Tyler) also evaluated the empirical literature and reached conclusions quite different from those embodied in the current Maccoby and Jacklin appraisal. The erosion in the evidence for sex differences over the past decade raises questions both puzzling and profound.

Although a monumental work, *The Psychology of Sex Differences* is nevertheless a controversial portrayal of the field. Broadly stated, three sources of weakness or disputation can be said to characterize the book: (1) sex difference research to date often does not permit sensible conclusions of any kind yet to be drawn; (2) Maccoby and Jacklin have employed various moot decision principles that importantly shape the conclusions drawn; and (3) in a sequence of surveying the literature, abstracting findings, tallying results, and then formulating conclusions, various "slippages" have occurred that sometimes are of appreciable consequence. Each of these points will be developed briefly here; an extended and documented critique is available elsewhere (Block, J.H. "Assessing sex differences: Issues, problems, and pitfalls." *Merrill-Palmer Quarterly*, 1976, *22* (4), in press).

Attenuating factors affecting the empirical base on which conclusions about sex differences depend. Maccoby and Jacklin included all studies uncovered in their bibliographic search because "...there was no reasonable basis for selecting some studies and excluding others" (p. 11). Accordingly, there is wide variation in the quality of the data base. The statistical power of studies contributing to their conclusions range widely; more than one-third of the comparisons between the sexes are based on total samples of 60 or less and about one-fifth of the comparisons involve total samples of less than 40. In many studies, unreliability of measures is an attenuating factor; to the extent that sex differences are assessed using undependable scores, true differences between the sexes will go undetected. The conceptual quality of psychological measures used to assess sex differences has often been ignored; the absence of sex differences when evaluated by casually constructed, construct-invalid measures does not mean that differences would not emerge when appropriate measures are used. The inconsistency characterizing findings in many areas is often a function of these psychometric and methodological deficiencies.

Empirical inquiry into sex differences has often been essentially unfocused and accidental, investigators being less interested in sex differences per se than in the interrelationships among variables. In such studies, measures often are selected precisely because they have controlled for sex or have not demonstrated sex differences in other research contexts. Sex differences are tested with the hope that their *absence* will justify merging samples of males and females and will simplify analysis and reporting of results. In the absence of a conceptual rationale for expectable divergence, these studies burden the literature with null findings of inconsequential import. Maccoby and Jacklin note the incidental quality of many sex differences and suggest that the time has come for studies guided by explicit hypotheses derived from considered conceptual schema. However, in the meantime, it must be recognized that the empirical data base with respect to sex differences is unrepresentative in ways that cannot be well assessed.

The empirical literature on sex differences also reflects great unevenness in the representation of various age groups. Of the studies contributing to the Maccoby and Jacklin conclusions, 75% are based on research participants 12 years old or younger; almost 40% derive from studies of pre-school children. Other investigators have reported evidence for increasing sex differentiation with age and, guided by this insight, I examined the Maccoby and Jacklin conclusions from this perspective. When the studies cited by the authors are sorted according to the age of the participants into three categories--infancy through age 4, ages 5 through 12, and age 13 and over--the percentage of comparisons showing clear and significant sex differences shows marked increase over time, from 37% in the earliest period to 47% in the middle period, and to 55% in the oldest age group. This trend is even more striking if studies based on small samples are excluded. Conclusions about the existence of sex differences thus depend upon the age mix in the set of studies being examined, a recognition that importantly tempers the Maccoby and Jacklin evaluations based predominantly on samples of pre-adolescent children.

* * *

The evaluation framework of Maccoby and Jacklin. The authors have taken pains to indicate the decision rules and methodological values guiding their evaluational and integrative effort. But other decisions and values might as reasonably have been applied, resulting in very different summary conclusions. It is instructive to indicate how the reasonable but debatable decisions of Maccoby and Jacklin may have contributed to their conclusions.

In organizing research data, the conceptual rubric or classification scheme employed by the research collators takes on critical significance.

When research results achieved with a variety of instruments tapping different phenomena are brought together in order to assess the coherence of the empirical evidence surrounding a particular construct such as impulsivity or empathy or achievement emphasis or breaking set, what conceptual criteria shall be used to categorize the existing studies? Categories can be defined too broadly as, for example, in the achievement domain where Maccoby and Jacklin bring together some 12 indicators of parental pressures for achievement, such as praise, criticism, parental standards for intellectual performance, expectations of household help, educational goals set for the child, anxious intrusions into the child's performance, and so on. Although many of these measures clearly relate to the achievement dimension, others, lacking both construct and discriminant validity, are readily challengeable. Anxious interference and criticisms, for example, could be construed readily as indicators of maternal anxiety or impatience or intrusiveness rather than as indices of achievement emphasis. With such heterogeneous measures, it is not surprising that Maccoby and Jacklin found little difference between the sexes in the socialization pressures experienced.

Organizing rubrics also can be defined in ways that may be too limited. Thus, for example, Table 3.9 (Impulsivity, Lack of Inhibition) consists of 37 between-sex comparisons of which 28 are accounted for by the Matching Familiar Figures Test (or its variant, the Design Recall Test), Delay of Gratification tasks, and the Motor Inhibition Test. Although Maccoby earlier defined impulsivity more broadly to include distractibility, activity level, lack of persistence, temper tantrums, and aggressiveness, here the authors have chosen a more restricted, cognition-emphasizing definition. Many personologists would consider their present definition too limited and would conceptualize impulsivity more broadly to encompass noncognitive aspects as well. With a broader view of impulsivity, the conclusions of Maccoby and Jacklin would change.

Finally, classification rubrics can be established that combine conceptually disparate behaviors. For example, in evaluating sex differences with regard to the ability to "break set" or restructure, the authors consider together *both* responses to problems requiring insight for solution (e.g., the Luchins' water-jar problem) *and* responses to the word game Anagrams, a "...task calling for breaking set in a verbal context..." (p. 103). Although both insight problems and anagrams require a recombination of stimulus elements for solution, the cognitive task demands involved in classical insight problems are fundamentally different from those involved in anagram solution. Combining these two measures enables Maccoby and Jacklin to conclude that "...it is by no means demonstrated that boys excel on tasks calling for restructuring or breaking set..." (p. 132). Had they kept separate the two kinds of studies, it would be noted that males score significantly higher on insight problems (12 of 14 comparisons; no significant differences on two) while females score higher on 4 of 10 comparisons involving anagram task performance (with the remaining six comparisons showing no significant sex differences). By combining these two conceptually disparate tasks, Maccoby and Jacklin arrive at a different conclusion about sex differences in breaking set than are suggested by the task-separated data.

Obviously, theoretical preferences guide one's choice of a conceptual rubric and I do not mean to suggest that Maccoby and Jacklin have been wrong in their selections. I do mean to emphasize that other, no less rigorous, classification schemata would result in a different organization of the available empiricism and issue conclusions of a very different sort.

A second consequential decision was to "emphasize the null hypothesis." The inferential inadequacy of the null hypothesis approach and its tendency to mislead interpretation of data have long been recognized. To avoid the "hopeless inconsistency" generated by the significant-nonsignificant dichotomy (a strategy central to the Maccoby and Jacklin analysis), such statisticians as Cronbach recommend the reporting of descriptive data and the use of confidence intervals to provide a proper interpretative perspective. The interpretative perspective is distorted also when Maccoby and Jacklin enter the word "None" in the "Difference" column of their tables and use expressions like "unfounded beliefs" and "myths" in their summary evaluations of data bases yielding inconsistent findings with respect to sex differences. In these several ways, inconclusive results are transformed into strongly stated negative results.

A methodological preference running through the Maccoby and Jacklin volume is a preference for "objective" data and a disenchantment with ratings because of their vulnerability to stereotypes. In their concluding chapter, they note:

> We have repeatedly encountered the problem that so-called "objective" measures of behavior yield different results than ratings or self-reports. Ratings are notoriously subject to shifting anchor points....For example, in one study, teachers rated each child in their class on activity level; the boys received higher average ratings; but "actometer" recordings for the same group of children did not show the boys to be engaging in more body movement. Obviously, the possibility exists that teachers are noticing and remembering primarily the behavior that fits their stereotypes. (p. 356)

Their interpretation of this study is worth close inspection. In this research, Loo and Wenar found that teacher ratings of activity based on long-term observations of children in many different contexts were sex discriminating while a *single* mechanical recording of activity in the classroom situation was not. The low reliability of actometer scores is well known and, indeed, was acknowledged by the investigators. For this reason, most actometer studies use several different time samplings of activity and, under these conditions, the more reliable activity scores typically reveal sex differences. Further, Maccoby and Jacklin's stereotype interpretation of the rating results is directly challenged by a study cited in their Annotated Bibliography (Halvorsen & Waldrop) in which composited actometer scores correlated highly with teachers' ratings of activity-related variables. So, the example introduced by Maccoby and Jacklin to support their view has a more parsimonious explanation.

The second study construed by the authors as evidence for stereotypes (Meyer & Sobieszek) provides no such support since the critical analysis of variance issued *no* differences even approaching statistical significance.

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Certainly, stereotypes are a problem in the scientific evaluation of sex differences and their influence must be carefully weighted. Rather than giving precedence to one kind of data over another, however, the inferential adequacy of *all* kinds of data must be evaluated closely. The preferences of Maccoby and Jacklin have led them to minimize or even to dismiss findings that would importantly modify some of their conclusions.

* * *

Slippages in the evaluational sequence. It is inevitable, in so extended and complicated an effort, that errors, omissions, and other deficiencies will occur. Inevitability accepted, it is nevertheless imperative that such inaccuracies be few and of small import. It is therefore a most unhappy responsibility to have to report finding more flaws in the documentation and interpretation of Maccoby and Jacklin than are, I believe, acceptable in a reference volume. Only a sampling of the "slippages" I happen to have encountered can be presented here.

Some studies published within the designated time span of the search for studies of sex differences were not included in the Annotated Bibliography. Errors of this kind are inescapable and difficult to estimate or to evaluate for their significance. More immediately serious is the question of the sufficiency of the research summaries in the Annotated Bibliography. These summaries are sometimes erroneous and with some frequency fail to include mention of significant interactions with sex, do not recognize the existence of consistent trends over several studies conducted by an investigator, and do not record clear differences in the patterning of relationships as a function of sex. Thus, a study by Cruse of children at four ages is summarized as finding significant sex differences at only two age levels. In fact, the original article reveals a significant main effect for sex; between-sex comparisons at each of the separate age levels are *not* reported and are not inferrable from the data. A study on childhood accidents (Manheimer & Mellinger) is tersely summarized with the statement, "boys' accident rate was higher than girls" (p. 533). The original article reveals that, in a sample of almost 9,000 successive admissions to an emergency room, boys had significantly more accidents at *every* age level between 4 and 18 years and that accident frequency *increased* with age for boys and *decreased* with age for girls. Such information adds immeasurably to the power and implicativeness of these findings. A study by Staub is reported as showing no sex differences; the original article reveals strikingly significant differences between boys and girls in the *pattern* of relationships among variables.

A second source "slippage" is the omission of relevant studies included in the Annotated Bibliography from the tables organized according to topical areas. Thus, I happened to encounter nine studies pertinent to Activity Level that were not tabled; in *each* of these nine studies, males were significantly more active.

Omissions were found to be a consequential problem in other tables as well. Table 7.5, Compliance with Adult Requests and Demands, omits eight studies from the Annotated Bibliography and Table 4.5, Curiosity and Exploration, also omits eight studies related to environmental exploration that I noted in the Annotated Bibliography. Inclusion of these studies changes the nature of the conclusions to be drawn about sex differences in activity level, compliance, and curiosity. There does not appear to be a rationale for these, and other exclusions since, in most instances, the omitted studies employed dependent measures similar (or even identical) to those tabled. Obviously, the clerical work involved in sorting and tabling studies was enormous and some error was unavoidable. What is unfortunate, however, is that the overlooked studies in some cases seem to change importantly the tenor of the conclusions.

Discrepancies between discussion in the text and tabled results represent a third source of "slippage" in the Maccoby and Jacklin volume. For example, the authors conclude that differences found in general intellectual abilities between ages 2 and 7 usually favor girls but urge caution in interpreting this finding since "the higher scores of girls tend to be found in studies of 'disadvantaged' children" (p. 65). The data referenced (Table 3.1) contains 18 between-sex comparisons in the 2 to 7 years age range. Six of these 18 studies involved "disadvantaged" samples and of these, two or 33% found girls scoring significantly higher. Twelve of the 18 studies were based on middle-class samples and of these, four or 33% found girls scoring significantly higher. Since these percentages are identical, the attribution of the observed trends to the "disadvantaged" origin of some samples is quite unjustified.

In summarizing the findings on task confidence and locus of control, Maccoby and Jacklin note "...a tendency for young women of college age to lack confidence in their ability to do well on a new task, and their sense that they have less control over their own fates than men do. These trends are not seen among *older or younger women*" (p. 359; italics added). Reference to the relevant tables for the basis of this implicative relationship raises some disconcerting questions. Table 4.8, Task Confidence, suggests that the sex difference noted at college age extends downward as well since two of the three between-sex comparisons at younger ages (7 to 14 years) find boys more confident. Table 4.9, Locus of Control, includes 12 comparisons of younger subjects; no sex differences were found in 8 of these 12 studies, suggesting that conclusions about locus of control at younger ages are, at best, equivocal. Now, consider the evidence for the assertion that differences in confidence and perceived control are not sex differentiating among adults beyond college age. Neither of the two tables includes *any* comparisons of adult men or women over the age of 21. Thus, there are no empirical grounds for the authors' assertions that "these trends are not seen among older or younger women."

Variation in the standards of evidence used to evaluate the aggregated findings surrounding a particular data base represents a final kind of "slippage" affecting conclusions about sex differences. Maccoby and Jacklin use a "box-scoring" approach to tally the results of studies within a domain according to those favoring males, favoring females, and finding no significant sex differences. Depending upon the balance of significant/nonsignificant findings, conclusions about sex differences are drawn. Thus, for sex differences said by Maccoby and Jacklin to be "well established," females score higher in 28% of the studies of verbal ability, males score higher on 9%, and the remaining 63% of the studies yield no significant sex difference.

For spatial abilities, males score higher in 39% of the studies and females in 5%; for quantitative ability, males score higher in 46% of the studies and females in 11%; and for aggressivity, males score higher in 55% of the studies and females in 5%. But compare these percentages for "well-established" findings to the percentages characterizing "equivocal" results--for example, activity level where, including the omitted studies, males score higher in 41% of the studies and females in 5%; or dominance where, including studies omitted, males score higher in 42% of the studies and females in 4%; or compliance where females score higher in 50% of the studies and males in none. Shall we conclude with Maccoby and Jacklin that sex differences are "unfounded with respect to self-esteem when males score higher in 73% of the tabled studies of task confidence and females in none; or in insight problems requiring restructuring where males score higher in 86% of the studies and females in none? And what shall we conclude about curiosity when, including omitted studies, males score higher in 48% of the studies and females in 14%? As this sampling indicates, there is wide variability in the criteria Maccoby and Jacklin used to evaluate sex differences.

* * *

Tracking a conclusion back to the original data. In previous sections, examples of "slippage" have been reported more or less in isolation. But errors can compound, their cumulative effect thus distorting seriously our understandings of sex differences. Consider, for example, the authors' comment in their summary chapter regarding "instances in [their] review where a difference was evident only briefly, during a limited age period. This appears to be true, for example, on certain measures of 'impulsivity' where boys are more impulsive only during the preschool years" (p. 357). What is the basis for this assertion regarding male impulsivity during the preschool period?

This summary statement was heralded in an earlier interpretation, this time employing a more restricted notion of "impulsivity": "The reader may recall that this is the age [i.e., preschool] at which boys were found to be more 'impulsive' in the sense that they were less able than girls to wait for a delayed, more attractive reward" (pp. 144-45).

This interpretation in turn may be traced back still further to the authors' discussion of the tabled evidence for sex differences in impulsivity: "As may be seen in Table 3.9, there is *some* [italics added] evidence that boys are more impulsive on this measure [delay of gratification] during the preschool years..." (p. 101).

Reference to Table 3.9 reveals three studies employing the delay of gratification paradigm with preschool children, two studies based on samples of largely black, lower SES children yielding no significant sex differences and one study by Mischel and Underwood in which a significant sex difference was found.

The original article by Mischel and Underwood cites three other investigations conducted by Mischel and his associates studying preschool children with a similar experimental paradigm. Mischel and Moore found *no* significant sex differences; two remaining studies made no mention of testing for sex differences. The Mischel and Moore study should have been picked up by the research scan of Maccoby and Jacklin but was neither tabled nor included in the Annotated Bibliography.

Thus, Maccoby and Jacklin's willingness to attribute greater impulsivity to boys during the preschool years is predicated upon the results of only one study together with neglect of the findings from three other studies. A single, unreplicated result based upon a specific and narrow experimental paradigm (waiting time for a preferred reward) has, through an erosion of qualifications, been converted to a positive conclusion about age-limited sex differences in "impulsivity." More substantial standards of evidence would seem to be required before such a conclusion is warranted.

* * *

In summary. This is a monumental yet ambivalence-inducing book. The authors' discussion of problems besetting research on sex differences is perceptive; their identification of areas of psychological functioning that have been underresearched or where findings appear especially inconsistent should encourage investigators toward fruitful new studies; their developmental perspectives, embodied in their discussion of the acquisition of sex-role concepts, extend previous theorizing. By systematizing and ordering, by raising questions both incisive and intriguing, Maccoby and Jacklin have generated new and provocative hypotheses about sex-role development and have helped move the study of sex differences toward the necessary next stage of scientific investigation, hypothesis testing. These are consequential contributions.

But insofar as the book is viewed as a reference work, large problems surround it. The long, arduous, complicated evaluation process undertaken by the authors in their effort to impose organization upon a sprawling, unruly body of data is vulnerable to error and reasonable argument at every step along the way. Readers seeking the state of knowledge regarding sex differences will find the book a valuable entry point into the literature, but they will need to be selective in accepting its conclusions.

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# Goal III

PARTICIPANTS WILL IDENTIFY THE FACTORS THAT AFFECT SEX-ROLE SOCIALIZATION IN CHILDREN.

Objectives and Learning Strategies

A. Examine their behaviors, both obvious and subtle, which influence choices made in schools by their female and male students.

  1. Research versus Reality
  2. The Ideal Student
  3. Daily Dilemmas
  4. Check your Perception/Check Your Behavior
  5. Do Toys Make a Difference?

B. Identify and critique sex-role stereotypes in textbooks and other educational materials.

  1. Textbook Analysis
  2. Have You Checked Your Textbooks?

C. Set goals and make plans to expand their facilitative behaviors and modify their inhibiting behaviors.

  1. School Personnel and Sex Bias
  2. Promoting Equal Status Behavior
  3. "Schools as Influencers" (Videotape)
  4. "Parents as Influencers" (Videotape)

## "Research Versus Reality"

III. Goal: PARTICIPANTS WILL IDENTIFY THE FACTORS THAT AFFECT SEX-ROLE SOCIALIZATION IN CHILDREN.

A. Objective: Examine their behaviors, both obvious and subtle, which influence choices made in schools by their female and male students.

1. Learning Strategy:

Note to Leader:

Research findings on the impact of sex bias are often viewed by participants as not applying to their own experiences. While research findings support a need for interventions in the area of career-related sex-role stereotyping, they can be most effective by having participants check them against their own experiences.

Since research findings are important as a knowledge base, be sure to share at least the summary of the literature review with participants.

Instructions:

a. Explain goal and objective of strategy.

b. Share "Summary of Elementary Literature Review" (emphasize sections on Theoretical Frameworks, Socialization Process, Modeling, Teacher Behavior, and Attitudes).

c. Use the following discussion questions to personalize and internalize the information for the participants.

   1) Do any of the three theoretical positions on socialization correctly apply to your childhood experiences as you reflect on them?
   2) If you had been of the other sex, how would your parents have treated you differently? What messages, explicit or implicit, would have been changed?
   3) Did girls have more latitude in their activities (could be "tomboys") than boys (the forbidden "sissy") in your home and schools?
   4) How were punishments in your home and school differentiated according to sex? In severity? By frequency of occurrence?
   5) Identify the most significant role models for you in your childhood. What attributes did they possess that attracted you? What effects did these models have on you?
   6) Discuss ways in which you could use modeling in reducing sex-role stereotyping, and in some ways, enhancing career development.
   7) Discuss ways in which you could represent racial groups as models.
   8) Think about your behavior in the classroom: What is your conception of an ideal student? Ideal boy? Ideal girl? Which

sex comes closest to your conception of the ideal student? What sorts of interactions do you have with girls in class as compared to boys in these areas:

a) approval vs. disapproval contacts
b) attention (specific vs. generalized)
c) verbal interactions
d) reinforcement for passivity, dependence, or aggression
e) independence
f) knowledge of students' qualities and abilities

9) Which sex child do you generally prefer to have in your class? Why? What effects might this have on your teaching? What effects might this have on the children in your class?

d. Summarize.

Minimum Time Required: 1 - 1½ hours

Resources Needed:

Handout: "Summary of Elementary Literature Review" (Pelcak et al., 1977). Available in Secion X of this training packet.

Outcome Criteria:

Participants will have joined in the discussion and will reflect on findings and discussion in their journals:

"From this exercise I learned that. . . ."
"One behavior I would like to change in the classroom is. . . ."
"One behavior I would not like to change in the classroom is. . . ."

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## "The Ideal Student"

III. Goal: PARTICIPANTS WILL IDENTIFY THE FACTORS THAT AFFECT SEX-ROLE SOCIALIZATION IN CHILDREN.

A. Objective: Examine their behaviors, both obvious and subtle, which influence choices made by their female and male students.

2. Learning Strategy:

Note to Leader:

This activity will help participants become aware of the different expectations and rewards for girls and boys in their schools. As it is an extremely revealing exercise for groups, be sure to follow the guidelines for brainstorming in the introductory material and provide time for discussion at the end of brainstorming.

The combined ideas could be recorded, multiple-produced on handout sheets, and distributed to participants.

Instructions:

a. Explain goal and objective of strategy.

b. Divide the participants into groups of eight to ten persons (if the workshop is for persons from a number of institutions, groups should be as heterogeneous as possible).

c. For 20 minutes, the group will respond to these stimulus statements, with one group member recording all responses.

"In my school, the image of the ideal male student is..."
"In my school, the image of the ideal female student is..."

d. The larger group reconvenes to pool the results of the discussion sessions. General questions for the large group to consider are:

1) What are the major differences and similarities among the idealized students?
2) What kinds of rewards (special honors or day-to-day reinforcement does your school offer to persons who fit these ideals?
3) What are the ways in which the staff at your school reinforces or breaks down the stereotypes of the ideal girl or boy (and, therefore, of boys and girls in general)? Be specific.
4) Discuss the ways in which school policies and procedures tend to reinforce or break down sex stereotypes (e.g., availability of courses and extracurricular activities).

e. Summarize.

**Minimum Time Required:** 1 hour

**Resources Needed:**

Materials: Paper, pencils, chalkboard, chalk
Reference: "Schools are Emasculating Our Boys" (Sexton, 1974)

**Outcome Criterion:**

Participants will identify the image of the ideal student in their schools and discuss how males and females are socialized to fit this image.

## "Daily Dilemmas"

III. Goal: PARTICIPANTS WILL IDENTIFY THE FACTORS THAT AFFECT SEX-ROLE SOCIALIZATION IN CHILDREN.

A. Objective: Examine their behaviors, both obvious and subtle, which influence choices made by their female and male students.

3. Learning Strategy:

Note to Leader:

These role plays are effective in helping participants become aware of sex-biased behaviors and practices in schools.

Role playing can be one of the most powerful strategies for attitude and behavior awareness. As a vehicle for personal change, it can also be effective.

Role taking can be extremely threatening and disastrous. A relatively high level of trust and openness in the group is very important for success. Be sure to follow the guidelines in the introductory material. Attempt to make the first role-playing scenarios successful so the participants will relax and get involved in later situations. Try to pick situations with which participants may personally identify. Spontaneous interventions by the leader during the role plays may be productive for the group.

Instructions:

a. Explain goal and objective of strategy.

b. Have workshop participants role play sex-biased events that occur in the school setting either between students or between teacher(s) and students, administrators and students, and counselors and students.

c. After role playing each event, have an alternative action role-played that indicates a reduction in sex bias.

d. Examples:

1) Children are asked to line up to go to the lavatory in two lines--boys and girls.
2) Children are playing in "appropriate" kindergarten centers--doll corner, toy corner.
3) Children pick teams for a game. Two boys are captains and girls are picked last.
4) A boy and a girl are fighting. The teacher intervenes.
5) A homework assignment is not completed. How does the teacher respond to a girl? To a boy?
6) John is crying, and says Jim called him a "sissy" because he didn't want to fight.

7) A girl wants to play on the boys' softball team. The principal tells her "that's not ladylike."
8) A boy gets hurt and chips his front teeth on the playground at lunch, but he doesn't cry, though obviously in pain. A counselor says, "that's a big boy."

e. Discuss participants' reactions to role plays.

f. Summarize.

Minimum Time Required: 1 hour

Resources Needed:

Materials: None

Outcome Criteria:

After completing these exercises, participants will construct alternatives to behaviors or practices they identify as sex biased:

"I realized that some of my school behaviors are sex biased when I..."
"An alternative(s) I see to sex-biased school behavior(s) is(are)..."

## "Check Your Perception/Check Your Behavior"

III. Goal: PARTICIPANTS WILL IDENTIFY THE FACTORS THAT AFFECT SEX-RULE SOCIALIZATION IN CHILDREN.

A. Objective: Examine their behaviors, both obvious and subtle, which influence choices made by their female and male students

4. Learning Strategy:

Note to Leader:

The similarities and differences between participants' beliefs and behaviors are explored in this activity.

The trust level in the group is especially important for an effective activity. For this reason, it might best be placed in the middle or near the end of the training sequence.

As a follow-up activity, "What to Do About Sex Bias in the Curriculum" provides intervention ideas for participants.

Instructions:

a. Explain goal and objective of strategy.

b. Have participants respond to questionnaire, "Check Your Perception."

c. Discuss the following:

1) To which items did you react the strongest? Why?
2) What are some of your experiences pertaining to these items?

d. After discussion, hand out questionnaire, "Check Your Behavior," with the request to be as honest as possible.

e. Follow with discussion to determine disparity between perception and behaviors. Discussion questions:

1) How did the perceptions (assumptions) match up with the behavior?
2) What are the implications of this disparity or congruence?
3) Identify your behaviors and/or assumptions that were brought into question.
4) How many of the recommendations suggested are being implemented in your school?
5) How did you react to the questionnaire?

f. Then have participants read "What to Do About Sex Bias in the Curriculum."

g. Discuss the article:

1) How useful are the recommendations for effecting change?

2) What are strategies for changing your classroom curriculum in this area?

h. Summarize.

Minimum Time Required: 30-40 minutes

Resources Needed:

Handouts: "Check Your Perception," source unknown
"Check Your Behaviors," source unknown
Attached Article: What to Do about Sex Bias in the Curriculum"
(Naiman, 1977).

Outcome Criterion:

Participants will have identified three perceptions and/or behaviors that need to be changed in order to facilitate sex-fair career development.

### *CHECK YOUR PERCEPTION**

I have been teaching __________________ at _____ grade level for _____ years.

CIRCLE ONE

T F 1. Boys present more discipline problems than girls.

T F 2. Girls are more interested in reading than boys.

T F 3. A history of low achievement by two students in the same family is a good indicator that the third student of that family will be a low achiever.

T F 4. Boys are more apt to be high achievers in mathematics than girls.

T F 5. Girls should not be competitive with boys because boys dislike girls who win the competition.

T F 6. Boys need more encouragement than girls to achieve high academic success.

T F 7. Girls usually hide high academic achievement because of the fear that boys will resent this accomplishment.

T F 8. Boys are more attentive to detail in listening to and carrying out directions than girls.

T F 9. Girls do not achieve in science and mathematics at the same level as boys.

T F 10. It is more important for boys to achieve grades high enough to enter college than it is for girls.

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*Source unknown

## *CHECK YOUR BEHAVIOR**

**Directions**: Answer the following YES or NO according to the way you behave or would behave as a teacher.

| | YES | NO |
|---|---|---|
| 1. Do you generally ask boys to do heavy work and perform executive duties in the classroom and girls to do light work and secretarial chores? | ____ | ____ |
| 2. a. Do you feel bad for girls who are unable or unwilling to be fashionable, or call special attention to those who are fashionable? | ____ | ____ |
| b. Do you feel bad for boys who are unable or unwilling to be athletic or call special attention to those who are athletic? | ____ | ____ |
| 3. Do you react negatively to boys who have long hair or to girls who wear slacks? | ____ | ____ |
| 4. Do you plan different activities or different adaptations of the same activity for boys and for girls? | ____ | ____ |
| 5. Do your lessons include more exciting role models for boys than for girls? (Do you stereotype women as housewives or workers in menial or supportive positions?) | ____ | ____ |
| 6. Do you use slang terms such as sissy, fag, tomboy, chick? | ____ | ____ |
| 7. Do you say, "Boys shouldn't hit girls," "Ladies before gentlemen," "Ladies don't talk that way"? | ____ | ____ |
| 8. Do you expect girls to be more verbal and artistic than boys, or boys to be more mathematical and scientific than girls? | ____ | ____ |
| 9. Do you feel it is more important to help boys sort out career options and to plan than girls? | ____ | ____ |
| 10. Do you tend to discipline girls verbally and leniently but boys physically and strictly? | ____ | ____ |

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*Source unknown

## WHAT TO DO ABOUT SEX BIAS IN THE CURRICULUM[1]

*In July of 1975, the Education Division of the Department of Health, Education, and Welfare, under the leadership of then Assistant Secretary for Education, Virginia Y. Trotter, undertook a National Project on Women in Education. The project was to assess current practices in sex-role stereotyping throughout the educational process and at the same time to link experts and practitioners in the field of sex roles with policymakers, with the objective of planning for change. The following article was prepared for the project by Adeline Naiman . . . .*

There are a number of issues on sexism that schools face, and in so doing they must take into account the guidelines set by their own systems and communities. One such issue arousing controversy is sex-fair versus sex-affirmative teaching materials. In the light of the great inequalities to be overcome, do schools need a more aggressive stance on sex bias in curriculum? Should schools make do with the often sexist materials they own and expect teachers to provide the disclaimers and cautions, or should new materials be prepared or bought? How can schools deal with the impact of television, and what should an individual teacher or school do about biased educational programs beamed into the classroom? Even the most sophisticated and egalitarian curriculum is not "teacher proof"; thus, how can teacher training contribute to a teacher's successful use of non-sexist--or even biased--materials?

A particular question for schools is whether it is better to institute courses in women's studies, particularly on the secondary level and for teachers, or to revamp as extensively as possible the whole curriculum, giving attention to language, role models, stereotypes, and balanced historical and cultural perspectives. Should studying and eliminating sex bias remain the province of a particular component of the school structure or curriculum, or should this effort pervade the entire curriculum (mainstreaming)? Should a women's studies course be an elective, and if so, under which department? Courses on women's issues are currently taught in high-school departments as diverse as media, history, English, home economics, social studies, guidance, and health.

Schools must also recognize pressures from the community, which may challenge federal legislation on the ground that its beliefs and right of free speech are being threatened. Parental uproar has already been provoked by the Title IX requirements which eliminate sex discrimination in school athletic programs. How does a school or school board handle the diversity of values, the fears, and the expectations of parents? How particularly can schools help students to make their own life choices free from the *a priori* constraints imposed by traditional socialization? Girls "choose" limited options, not realizing that their choices are heavily conditioned by the expectations of others. Where does "curriculum" leave off and society begin?

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[1] From Naiman, A. American Education, April 1, 1977, pp. 12-13. Naiman is Managing Director, Techincal Education Research Centers in Cambridge, Massachusetts. Reprinted by permission of Naiman.

Perhaps there is a curriculum for the school and the larger society to pursue in combating sex bias. Through the schools, parents, teachers, and administrators can be helped to increase their own awareness of the process and costs of sex bias. Schools can extend participation in curriculum development to the users and provide curriculum materials, training, and support systems to teachers. Colleges and teacher-training institutions have a special responsibility to attend to the preservice curriculum and to offer resources to inservice teachers who seek retraining. There are also ten general assistance centers around the country to further these efforts, and other projects have been funded under the Women's Educational Equity Act. The higher-education establishment can work with public and private research and development agencies to develop materials, programs, and guidelines for bias-free and sex-affirmative materials. Publishers can be encouraged to go beyond the letter of the law in preparing and revising curricular materials. Guidelines, such as the ones developed by the National Council of Teachers of English ("Guidelines for Non-sexist Use of Language," single copies of which may be had by writing to the Council, 1111 Kenyon Rd., Urbana, IL 61801), should be standardized and shared across the educational publishing industry and throughout schools. Ultimately, however, the responsibility for assuring bias-free curriculum belongs to governing bodies: school boards and state boards.

What are the realistic constraints on instituting bias-free curriculums in schools at this time? Parental pressures and the traditional social attitudes as expressed in the all-pervasive media are obvious, albeit hard to track down. Other constraints are easier to pinpoint: Budgets are tight and shrinking. How can schools allocate funds for new curricular materials or teacher training when declining enrollments, tenured faculties, and a depressed economy are squeezing the already strangled dollar? For example, in many systems where school budgets are supported by real-estate taxes, most of the operating costs of government are assignable to the schools yet only a small percentage of those costs is subject to debate over use. Teacher contracts, building mortgages, and fixed expenditures can take 85 percent or more of the total school budget. With limited options, how is a school system to set priorities? Title IX calls for an immediate expenditure of already limited funds. Will schools see curricular reform as an equally high priority?

Important, too, is the problem of affecting teachers and others in an area not easily reached by programs or legislation: attitudes. Attitudinal change in any population is hard to achieve and hard to measure. How can regard for the rights of individuals be maintained while carrying out the broader obligation of respect for statutory and moral law?

In the face of this large task, policymakers in education need to set their own priorities for helping the schools. With regard to curricular materials in particular, policymakers should implement selection policies for new materials that will ensure bias-free curriculums. Where complete revision or replacement is not possible, they should provide supplemental materials to balance those currently in use. They should express their concern for consistent observation of bias-free guidelines to the commercial sector and to public and private agencies. They should enlist the support of teachers in using these guidelines in the classroom and in monitoring all acquired materials. Above all, policymakers should support the development of new materials that will meet the present need for addressing sex bias and that, over time and with use, will help to bring about the change in attitudes necessary to guarantee an end to sex bias in schools.

## RECOMMENDATIONS

The following are suggestions for actions that can be taken by school boards and administrators:

1. Develop a policy statement outlining your concern about the elimination of racist and sexist stereotypes in textbooks and library books.

2. Appoint a task force to investigate the racist and sexist problems in your community and make recommendations for action.

3. Develop guidelines for all personnel to follow in purchasing and using textbooks and other instructional materials.

4. Earmark a proportion of funds to be used for the purchase of nonracist, nonsexist supplementary materials.

5. Develop and implement a plan for inservice training of all personnel who select, purchase, recommend, or use textbooks and other instructional materials.

6. Direct supervisors and curriculum specialists to develop resources and materials for assisting classroom teachers in reducing the impact of biased materials.

7. Call on state departments of education, teacher-training institutions, and professional associations to provide materials, workshops, and technical assistance.

8. Interpret the problems of biased textbooks and materials to parents, community groups, and policymaking boards. Let them know of your concerns and how they may assist in solving the problem. Hold book fairs that offer nonracist, nonsexist books to parents.

State boards and education departments can be instrumental in implementing the above recommendations. In addition, they can assist local systems by providing centralized resources, both for the state as a whole and for regional centers. The following are some particular supports the state can provide:

1. Compile a reference library of bias-free materials for supervisors and teachers.

2. Provide a centralized lending library of books, periodicals, audiovisual materials (particularly films), curricular materials, documents relating to legislation and guidelines for implementation. (Many of these documents are available from the Office of Education as a result of the Women's Educational Equity Act.)

3. Mandate workshops for teachers and administrators on dealing with sex bias in the curriculum, in existing materials, and in the media. Provide funding for workshop leaders who can act as resources to local schools on a continuing basis.

4. Communicate concern about bias in textbooks and other educational materials to publishers and to legislators.

5. Establish a review committee in state adoption and recommendation procedures to monitor curricular materials for bias.

6. Support the local development of new curricular materials for use in local schools and classrooms. Encourage innovative solutions on the part of classroom teachers, curriculum specialists, and local administrators.

7. Involve community groups and parents in the effort to eliminate sex bias.

## "Do Toys Make a Difference?"

III. **Goal**: PARTICIPANTS WILL IDENTIFY THE FACTORS THAT AFFECT SEX-ROLE SOCIALIZATION IN CHILDREN.

A. **Objective**: Examine their behaviors, both obvious and subtle, which influence choices made by their female and male students.

5. **Learning Strategy**:

Note to Leader:

The toys our children play with often seem harmless and not worthy of much attention. Are there differences, though, in the toys we permit girls or boys to play with? If there aren't differences, what is our reasoning? What are the implications for our children in these differences?

Those are some of the questions this strategy will discuss. It may help the discussion if participants are asked to reflect on the toys in their own childhood and make connections between them and present-day behaviors or careers.

Instructions:

a. Explain goal and objective of strategy.

b. Distribute "A Report on Children's Toys" to all participants and have them read the article.

c. Discuss the article with the following questions. This can be done in a small or large group.

1) In general, what were your feelings about the article? Do you think it was an objective report?
2) To what extent do manufacturers determine the toys our children play with? Are the toys a result of, a reflection on, or perpetuation of societal norms? How do TV commercials contribute to the problem of sex-typed toys?
3) The article seemed to focus on the limitations on girls in toy advertising and production. Do you see any limitations for boys in using "male-typed" toys in learning child care? Domestic skills? Other?
4) What are the possible future implications, especially for careers, in children playing with "traditional" toys?
5) Does the research literature provide any evidence of the impact of sex-typed toys on children's career role perceptions?
6) Do you remember the toys you played with? Can you make any connection between those toys and future behaviors and interests?
7) Did this article cause you to re-evaluate the toys used by your children in your home or classroom?
8) What action do you plan to take?

d. Summarize.

Minimum Time Required: 40 minutes

Resources Needed:

Attached article: "A Report on Children's Toys" (*Ms.*, 1974)

Outcome Criterion:

Participants will list the implications for girls and boys of playing with only "traditional" toys for their sex.

## *A REPORT ON CHILDREN'S TOYS*[1]

Intensive analyses of toy catalogs, observation in toy stores, interviews with toy executives, and questionnaires probing adult and child attitudes toward certain toys reveal three major findings: (1) "Masculine" toys are more varied and expensive, and are viewed as relatively complex, active, and social. (2) "Neutral" toys are viewed as most creative and educational, with boys receiving the most intricate items. (3) "Feminine" toys are seen as most simple, passive, and solitary.

These conclusions and the following items are excerpted from a 1972 study conducted by Louis Wolf Goodman and Janet Lever, Yale University sociologists whose exploration of sex-typing of children's toys has yielded considerable evidence of a double standard in children's play.

In thirty hours of Christmastime observation in a toy department, no field worker reported a single scientific toy bought for a girl.

Adults seem to follow three rules in purchasing children's toys: (1) Up to the age of two years, children of both sexes can receive many of the same toys (for example, stuffed animals, blocks or educational toys to learn colors and numbers). The older the child the greater the need to differentiate between male and female sex-appropriate toys. (2) Most adult toy buyers defined a set of "traditional boys' toys" and a set of "traditional girls' toys" according to social norms for each sex. (3) While some adults stuck rigidly to the above guidelines, others constructed a secondary rule to allow a child they knew well to request and receive a specific toy, regardless of the toy's "sex-appropriateness."

While children are encouraged to share toys with their siblings, this encouragement is directed primarily to sex-appropriate toys. Playtime with corss-sex siblings is spent in "neutral" (not sex-specific) games like hide-and-seek and tag and kickball, or if the play is indoors, the time is spent watching television, playing cards, or with a board game.

When 42 boys and 42 girls were surveyed as part of the study, they reported an almost identical number of gift items. However, 73 percent of the boys' gifts were toys, while only 57 percent of the girls' gifts were toys. (Girls receive clothes, jewelry, money, and furniture more often than boys.) Boys receive not only more toys but a wider range of toys than do girls.

The observers found that adults spent more time choosing toys for boys than they did choosing toys for girls. This may be due to differences in attitudes about boys' and girls' toys, and also to the fact that a greater variety of boys' toys were on the shelves.

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[1] From Ms. Magazine. A report on children's toys. In J. Stacey, S. Bereaud, & J. Daniels (Eds.). And Jill came tumbling after: Sexism in American education. New York: Dell, 1974, 123-125. © 1976 Ms. Magazine Corp. Reprinted with permission.

Male sales personnel sold the more expensive items such as gas-powered planes, microscopes, bicycles, and speedways, while saleswomen handled the less expensive items (thus reinforcing the relationship between the toy price and sex-type of toy reported below).

Three out of every four chemistry sets the researchers saw advertised pictured only boys on the boxtop. The remaining 25 percent pictured boys and girls; none pictured girls alone.

Doll sales represented 18 percent of 1971's $3.7 billion business, making dolls the single most valuable item in the trade. And within the category "dolls," it is the fashion doll that is far and away the leader.

A study of the Christmas toy catalogs of nine major department stores yielded 102 distinct categories of items illustrated exclusively with pictures of boys, compared to 73 showing only girls.

Craft kits and art supplies are advertised with pictures of children of both sexes or with girls only, but rarely with boys alone (with the exception of a few items like metal-craft sets).

Building blocks that are simple wooden cubes and wedges and the old standard "Tinkertoys" are shown with both sexes pictured on the package. On the other hand, complex Erector-set toys, which "teach a wide range of engineering principles," are exclusively marketed to boys.

When marketing costumes for children, one catalog casts boys in a number of different prestigious or exciting roles--Indian chief, astronaut, highway trooper, race-car driver, marine, and Superman. The girls' projected roles seem less authoritative in comparison--drum majorette, nurse, bride, ballerina, Indian princess, and fairy princess.

A doctor kit marketed for boys had "stethoscope with amplifying diaphragm . . . miniature microscope . . . blood-pressure tester . . . prescription blanks, and more." The nurse kit, on the other hand, came equipped with "nurse apron, cap, plastic silverware, plate, sick tray with play food"--seemingly closer to the role of waitress than that of medical practitioner.

In catalog pictures illustrating the use of toys and games, the father is often seen in the role of "instructor" or "play companion," while the mother is placed in the role of "spectator," or, on two occasions, is shown "cleaning up."

In a parallel study this year on sex-typed depictions of males and females on toy boxes, Sarah Wernick Lockeretz, Susan L. Kannenberg, and Karen Drew found that, of 860 toy boxes in a large toy store, 50 percent of the toys costing under $2 were aimed at girls, with only 31 percent of the toys in that price range aimed exclusively at boys, and the remaining 19 percent "neutral." However, in the "$5 and over" category, 18 percent were girl-oriented, but 34 percent were directed to boys.

## "Textbook Analysis"

III. Goal: PARTICIPANTS WILL IDENTIFY THE FACTORS THAT AFFECT SEX-ROLE SOCIALIZATION IN CHILDREN.

B. Objective: Identify and critique sex-role stereotypes in textbooks and other educational materials.

1. Learning Strategy:

Note to Leader:

Analysis of textbooks and curriculum for sex bias is an important aspect of any training sequence. The guidelines provided for this activity provide an excellent framework for this task.

It is very important to include the article "What You Can Do About Biased Textbooks" in the exercise. This will provide useful alternatives in handling biased materials. While a wide range of strategies is suggested in the article, have participants identify feasible actions for their own situations.

Instructions:

a. Explain goal and objective of strategy.

b. Distribute one or more elementary textbooks to each participant, or have participants use the materials they brought from their own schools.

c. Have each participant evaluate the text or materials according to the worksheet entitled "Evaluating Curriculum Materials."

d. After about 45 minutes have the entire group convene to discuss the results of the checklists. (If there is time, a master list may be compiled based on all the materials evaluated.)

Alternative: Assign the worksheet to be completed before the next group session and discuss the results as indicated above.

e. Have each participant read "What You Can Do About Biased Textbooks" and "Guidelines for Improving the Image of Women in Textbooks."

f. Discuss:

1) Which of these ideas would you adopt?
2) Are there any which are not feasible?
3) Can you think of additional alternatives?

g. Summarize.

Minimum Time Required: 1½ hours (or ½ hour discussion if checklist is assigned as homework)

Resources Needed:

Materials: Preferably ask each participant to bring several textbooks or other curriculum materials from their areas of expertise to the workshop or provide a variety of elementary textbooks for analysis.

Handouts: "Evaluating Curriculum Materials"
"What You Can Do About Biased Textbooks" (Mediacenter, 1975)
"Guidelines for Improving the Image of Women in Textbooks" (Scott, Foresman and Company, 1974)

Outcome Criterion:

Participants will submit a completed worksheet with a one-page summary of their own conclusions regarding whether the text is one which would inhibit or facilitate a broad range of career choices for persons being taught with these materials.

Name ______________________________

III.B.1.

## *EVALUATING CURRICULUM MATERIALS: A WORKSHEET*

In order to assess the degree to which curriculum materials may perpetuate career-related sex-role stereotyping answer the following questions:

1. Name of text/material:
2. Subject matter area:
3. Copyright (year):
4. Author(s):
5. What occupations/activities are mentioned or pictured for:

| | Girls | Boys | Women | Men |
|---|---|---|---|---|
| White | | | | |
| Other Racial Groups | | | | |
| Disabled/Handicapped | | | | |

6. How many pictures of each sex are shown:

| | Girls | Boys | Women | Men |
|---|---|---|---|---|
| White | | | | |
| Other Racial Groups | | | | |
| Disabled/Handicapped | | | | |

7. How many times does the text mention:

| | Women/Girls | Men/Boys |
|---|---|---|
| White | | |
| Other Racial Groups | | |
| Disabled/Handicapped | | |

8. What adjectives are used to describe:

| | Girls | Boys | Women | Men |
|---|---|---|---|---|
| White | | | | |
| Other Racial Groups | | | | |
| Disabled/Handicapped | | | | |

9. Describe the language used throughout the book. For example: Does "man" mean "human" or "male"? Are "she/he" or other similar types of language used?

10. Are significant contributions of women or men omitted?

11. What characteristics emerge of each group as they are depicted in the textbook? What kinds of role models are presented?

12. What kind of racial and ethnic diversity is evident in the material, and to what extent is it stereotypical in nature?

13. How might these materials have an impact on the career options girls and boys perceive as available to or appropriate for them?

14. Summarize your analysis of the text/materials in a page or less.

## *WHAT YOU CAN DO ABOUT BIASED TEXTBOOKS*[1]

The Resource Center on Sex Roles in Education

### CHANGING STEREOTYPED TEXTBOOKS AND THEIR IMPACT

Individual awareness of racism and sexism in textbooks and instructional materials is an important first step in changing biased materials and their impact on all of us. Each of us has a responsibility for using our awareness to bring about some changes and support others who are working in this area. The following represents a checklist of the things that students, teachers, administrators, parents and community groups can do to "act" on their awareness.

### STUDENTS

Look for and learn to recognize bias that may be found in textbooks, library books, television programs, magazines, etc.

Ask your librarians to help you identify non-racist, non-sexist books. Select books that help you understand people in other cultures or situations than your own.

Point out bias when you recognize it in materials you are using in school.

Do a study of your textbooks. Ask your teacher if you can do this with other students as a project or as part of your own school work.

Write letters to people who can help you learn more about bias in textbooks.

Write letters to publishers and let them know when you have found bias in textbooks.

Rewrite stories or textbooks to show how they might have been written to avoid bias or from another person's point of view.

### TEACHERS IN THE CLASSROOM

"Level" with the students in your classroom. Point out racist or sexist bias of books or materials. Help them learn to identify sources of bias and important omissions in the materials.

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[1] From: What you can do about biased textbooks. Mediacenter, May, 1975, pp. 31-33. Reprinted by permission of Baker and Taylor Co.

Develop classroom activities around identifying bias found in television, textbooks, movies, library books, magazines, etc.

Incorporate the development of critical reading skills as an instructional objective for all your teaching, not just when special efforts are being made to identify bias in materials.

Identify or develop supplementary materials which can help "correct" some of the bias of available materials.

Design student research projects. These might include a study of their own textbook materials or their identification of supplementary materials.

Assign student papers, themes, term papers, or other activities on topics or persons not usually covered in textbooks or materials.

When students have completed activities identifying bias, have them write letters and send reports to administrators, publishers, community groups and organizations working to reduce bias in textbooks.

Invite local resource persons into your classroom to provide additional information and work with students on special projects and activities.

Ask students to rewrite materials, write their own materials on subjects omitted from the textbook, or rewrite the material from other persons' points of view.

Use bulletin boards, posters, pictures, magazines, and other materials to expose students to information commonly excluded from traditional materials.

Develop a classroom collection of non-racist, non-sexist reading materials for students, identify books that students may be encouraged to seek out in their personal reading.

## TEACHER GROUPS

Form a committee to investigate the process of textbook selection. Where local or state groups or officials have responsibility for buying books, meet with them to learn their criteria for selection and procedures for identifying supplementary materials. Let them know your needs and sensitize them to sources of racism and sexism.

Request and use funds available for instructional materials in building supplementary materials resources for your classrooms/schools.

Develop and plan and organize in-service training sessions on biased textbooks and instructional materials. Several sessions should be included to deal with identifying racism and sexism, methods of analyzing materials, developing supplementary materials, and classroom activities for identifying bias.

Meet with school librarians and ask them to assist teachers in the identification of non-racist, non-sexist, multi-ethnic books and materials. Urge them to order and provide resources for supplementary materials.

Conduct a study and periodic review of the bias found in the textbooks and materials used in your classrooms/schools.

Call on district or state curriculum development specialists to provide guidelines, materials, training, and other resources related to non-racist, non-sexist books and materials.

Include provisions for in-service training and funds for supplementary materials in collective bargaining or teacher negotiations.

Organize a central file in your school or district of supplementary materials, curriculum outlines, or other resources you have used for identifying bias and supplementing the curriculum.

Develop a list of local resource persons, materials and other resources for use in the classroom.

Identify non-traditional publishing firms, alternative presses, and other groups developing materials in this area. Make sure that information about these groups is distributed to all teachers.

Publicize studies, workshops, and other efforts to improve materials or reduce the impact of biased materials.

ADMINISTRATORS

Develop a policy statement outlining your concern about the elimination of racist and sexist stereotypes in textbooks and library books.

Appoint a task force to investigate the problem in your community and make recommendations for action.

Develop guidelines for all personnel to follow in purchasing and using textbooks and other instructional materials.

Earmark a proportion of funds to be used for the purchase of non-racist, non-sexist supplementary materials.

Develop and implement a plan for in-service training of all personnel who select, purchase, recommend or use textbooks or other instructional materials.

Direct supervisors and curriculum developers to develop resources and materials for assisting classroom teachers in reducing the impact of biased materials.

Call on state departments of education, teacher training institutions and professional associations to provide materials, workshops and technical assistance.

Interpret the problems of biased textbooks and materials to parents, community groups, and policy-making boards. Let them know of your concerns and how they may assist in solving the problem.

PARENTS AND COMMUNITY GROUPS

Read the textbooks and materials that your children are using and identify sources of bias where they exist.

Meet with your children's teachers and principals. Learn how the problem is being handled in your school.

Work with other parents or groups to raise their awareness of the problem of biased materials.

Meet with school board members to outline your concerns. Support expenditures for supplementary materials and in-service training for school personnel.

Sponsor a community workshop on bias in textbooks and instructional materials. Include information that will assist parents in pointing out stereotypes in television, magazines, and other materials found in the home.

Organize a study of the bias of textbooks used in your community schools. Publicize the results and make recommendations for change.

Establish a special collection of books in the school or public library which features non-racist, non-sexist, and multi-ethnic books.

Identify how textbooks are selected in your community. Write to and/or meet with persons responsible for textbook selection at local and state levels to voice your concerns, urging purchase of quality materials and inclusion of supplementary materials.

Write to textbook publishers and indicate your dissatisfaction with biased materials. Support examples of non-racist, non-sexist books that have been developed.

Recognize the efforts of teachers and administrators who are taking positive actions to deal with the problem.

Organize a task force or speakers' bureau to meet with other groups to extend their understanding of the problem and actions that may be taken.

## *GUIDELINES FOR IMPROVING THE IMAGE OF WOMEN IN TEXTBOOKS*[1]

Sexism refers to all those attitudes and actions which demean or stereotype individuals or groups because of their sex. These guidelines focus specifically on the elimination of sexism as it relates to women in textbooks.

Whether accidentally or intentionally, women have frequently been treated as inferiors. Textbooks should treat women and men as equals. Textbooks are sexist if they omit the actions and achievements of women, if they demean women by using patronizing language, or if they show women or men only in stereotyped roles with less than the full range of human interests, traits, and capabilities. The actual role of sexism in society, past and present, should not be ignored; and, where appropriate, textbooks can discuss sexism as an important phenomenon without reflecting or reinforcing sexist bias.

### GENERAL GUIDELINES FOR TEXT AND ILLUSTRATIONS

### The Actions and Achievements of Women Should be Recognized.

The contributions of women to politics, the sciences, the arts, and other fields often considered exclusively masculine should be presented and explored.

The works of female authors are too often omitted from anthologies. When compiling or revising such texts, editors should actively search for material written by women.

Females should be included as often as males in math problems, spelling and vocabulary sentences, discussion questions, test items, and other exercises. Very often the overall tone of a book is sexist because males are more frequently mentioned in exercises or because the exercises present only stereotypes.

Although many factors determine the content of textbooks--authors, permissions, space, time, money, the market, etc.--these limitations should not be used to excuse bias, prejudice, or insensitivity.

### Women and Girls Should Be Given the Same Respect as Men and Boys.

Writers, editors, designers, and illustrators should make sure that both male and female readers feel that a publication is directed to them.

Material should be scrutinized carefully in the context of the book as a whole to ensure that contempt for women as a group is not inadvertently being fostered. For example, writers should take care that material about a woman who is stupid, financially inept, a bad driver, a shrewish mother-in-law, a blind follower of male initiative, etc. does not present these qualities as typical of women as a group. Girls and women should not be shown as more fearful of danger, mice, snakes, and insects than boys and men are in similar situations.

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[1] From: Guidelines for Improving the Image of Women in Textbooks, 1974, pp. 1-11. © 1974 Scott, Foresman and Company. Reprinted with permission.

Women and girls should nto be shown as unworthy people when they do not conform to male standards. Males should not be viewed as having a monopoly on ability to judge what is interesting or worthwhile.

Although women are a majority of the American population, in many ways their history has been that of a minority group. Because of past discrimination, the same care must be taken in portraying women as in portraying blacks, Puerto Ricans, Chicanos, American Indians, and other minorities.

## Abilities, Traits, Interests, and Activities Should Not Be Assigned on the Basis of Male or Female Stereotypes.

One reason often cited for the overwhelming percentage of selections by or about males in literature and language arts texts is that boys will read only stories about boys, whereas girls will read anything. If females were not depicted as passive, lackluster, sweet but senseless drudges, both boys and girls would find them more interesting. Few boys have rejected *Alice in Wonderland* or *The Wizard of Oz* because the main characters are girls.

Females as well as males possess courage, physical strength, mechanical skills, and the ability to think logically. Males as well as females can be fearful, weak, mechanically inept, and illogical. Females can be rude, intractable, active, or messy. Males can be polite, cooperative, inactive, or neat. Because such characteristics are shared by males and females in reality, textbooks that classify them as "masculine" or "feminine" are misrepresenting reality.

Both men and women should be shown cooking, cleaning, making household repairs, doing laundry, washing the car, and taking care of children. Both men and women should be shown making decisions; participating in sports; writing poetry; working in factories, stores, and offices; playing musical instruments; practicing medicine and law; serving on boards of directors; and making scientific discoveries. However, care must be taken to avoid replacing old stereotypes with new ones. Showing some women in traditional roles, such as housewife or nurse, it not sexist if women are shown in other roles as well.

Children often conform to the standards of their peers because they fear ridicule. If only boys are encouraged to be active and competitive, girls with these inclinations may learn to stifle them. If only girls are encouraged to express openly such emotions as fear, sorrow, and affection, boys may feel reluctant to express these emotions.

Both men and women have much to gain from the elimination of stereotypes. Textbooks which avoid male and female stereotyping will more accurately represent reality, encourage tolerance for individual differences, and allow more freedom for children to discover and express their needs, interests, and abilities.

# RECOMMENDATIONS FOR AVOIDING SEXIST LANGUAGE

## Dealing with the Omission of Women

Terms and titles which use *man* to represent humanity have the effect of excluding women from participation in various human activities. It is usually easy to find some other way of expressing the idea.

| EXAMPLES OF SEXIST LANGUAGE: | POSSIBLE ALTERNATIVES: |
|---|---|
| early man | early humans, early men and women |
| Neanderthal man | Neanderthals, Neanderthal men and women |
| When man invented the wheel... | When the wheel was invented...<br>When people invented the wheel... |
| *History of the Black Man in America* | *History of Black People in America* |
| *Man and His World* | *World History* |

Occupational terms often ignore the existence of women workers. When a group includes both women and men, use a term or phrase that reflects the actual composition of the group.

| EXAMPLES OF SEXIST LANGUAGE: | POSSIBLE ALTERNATIVES: |
|---|---|
| businessmen | businessmen and women, business leaders, operators of small businesses, entrepreneurs, merchants, industrialists[1] |
| congressmen | members of Congress, congressmen and women |
| mailmen | letter carriers |
| repairmen | people who repair..., repairers |

A patronizing tone toward women, created by euphemisms, diminutive suffixes, and lack of parallelism, must be avoided. References to a woman's appearance, marital status, and family should not be made unless these items would be noteworthy in referring to a man in the same context.

| EXAMPLES OF SEXIST LANGUAGE: | POSSIBLE ALTERNATIVES: |
|---|---|
| the fair sex, the weaker sex | women |
| the girls in the office | the women in the office |

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1. Since the term *businessman* is often used loosely, it may be helpful to describe the person or persons in more precise occupational terms.

| | |
|---|---|
| sculptress, suffragette | sculptor, suffragist |
| the ladies and the men | the women and the men, the ladies and the gentlemen |
| men (and women) | men and women |
| man and wife | husband and wife, man and woman, the couple |
| The works of Hemingway, Steinbeck, and Miss Buck were widely read. | The works of Hemingway, Steinbeck, and Buck were widely read. |
| The poetic styles of Emily Dickinson and E.E. Cummings are quite different. Emily's style is spare and simple, while Cummings'... | The poetic styles of Emily Dickinson and E.E. Cummings are quite different. Dickinson's style is spare and simple, while Cummings'... |
| Galileo was the astronomer who discovered the moons of Jupiter. Marie Curie was the beautiful chemist who discovered radium. | Galileo was the astronomer who discovered the moons of Jupiter. Marie Curie was the chemist who discovered radium. |
| | Galileo was the handsome astronomer who discovered the moons of Jupiter. Marie Curie was the beautiful chemist who discovered radium. |
| The candidates were Bryan K. Wilson, president of American Electronics, Inc., and Florence Greenwood, a pert, blonde grandmother of five. | The candidates were Bryan K. Wilson, president of American Electronics, Inc., and Florence Greenwood, credit manager for Bloominghill's department store. |
| | The candidates were Bryan K. Wilson, silver-haired father of three, and Florence Greenwood, a pert, blonde grandmother of five. |

## Eliminating Sex-Role Stereotypes

Editors and authors should be cautious when they assign certain activities or roles to people or otherwise differentiate between people purely on the basis of sex. Many such assumptions misrepresent reality and ignore the actual contributions of both sexes to the activity or role. This is not to say that girls should never be pictured playing with dolls or that boys should never be pictured playing with baseballs, but that a more varied picture is also a more realistic one.

| EXAMPLES OF SEXIST LANGUAGE: | POSSIBLE ALTERNATIVES: |
|---|---|
| In New England, the typical farm was so small that the owner and his sons could take care of it by themselves. | In New England, the typical farm was so small that the family members could take care of it by themselves. |
| Children had once learned about life by listening to aunts, uncles, grandparents, and the wise men of their town or neighborhood. | Children had once learned about life by listening to aunts, uncles, grandparents, and the wise people of their town or neighborhood. |
| Write a paragraph about what you expect to do when you are old enough to have Mr. or Mrs. before your name. | Write a paragraph about what you would like to do when you grow up. |
| Personal symbols are small, personal objects or possessions that have particular associations for their owners. To a woman, for example, a pressed flower might recall a dance she attended many years ago. A boy might keep a cracked baseball bat because it reminds him of the time he hit the winning home run.. | Personal symbols are small, personal objects or possessions that have particular associations for their owners. To a father, for example, an old toy truck might serve as a reminder of a boy who has grown up. A girl might keep a broken tennis racket because it reminds her of a hard-won championship. |
|  | Personal symbols.... To a parent, for example, an old puppet might serve as a reminder of a girl who has grown up. A boy might keep a Halloween costume as a souvenir from his childhood. |

When creating spelling, math, and other exercises using fictitious people, authors and editors should make sure that stereotypes are not perpetuated.

| EXAMPLES OF SEXIST LANGUAGE: | POSSIBLE ALTERNATIVES: |
|---|---|
| All listened *patiently* to the ladies chatter. | All listened *patiently* while the women talked. |
| The *ex-stenographer* got a job as as a stewardess with an airline. | The *ex-stenographer* got a degree in accounting. |

Words like *spokesperson* and *chairperson*, introduced into the language to prevent the omission of women, should not be applied to women only. When *-person* is used, it refers to either a man or a woman.

| EXAMPLE OF SEXIST LANGUAGE: | POSSIBLE ALTERNATIVE: |
|---|---|
| Helen Lopez will be the spokesperson for the administration, and Michael Johnson will be the spokesman for the union. | Helen Lopez will be the spokesperson for the administration, and Michael Johnson will be the spokesperson for the union. |

Males or females are often chosen to represent "typical" examples, thereby excluding one of the sexes from the reader's thoughts. There are many ways to avoid such stereotyping.

| EXAMPLES OF SEXIST LANGUAGE: | POSSIBLE ALTERNATIVES: |
|---|---|
| the common man, the man on the street | ordinary people |
| the man who pays a property tax | the person who pays a property tax |
| the typical American...he | typical Americans...they |
| the teacher...she | the teacher...he or she, teachers...they |
| the housewife who complains about higher prices | the consumer (homemaker) who complains about higher prices |

Wherever possible avoid the use of "he-him" referents. It is often preferable to use a plural sentence with plural pronouns; or substitute *he or she, her or him, him/her*, or a synonym for the noun. It is becoming increasingly common in all but formal usage to mix singular nouns with plural pronouns, as in the sentence "Ed and Sue were present, but neither expressed their views." Often pronouns that needlessly refer to sex can be replaced: "Ed and Sue were present, but neither expressed any views."

## Changing Language that Demeans Women

Writers often judge women's achievements by standards different from those by which they judge men's. This is necessary in some professional sports where the same standards do not apply. However, in other areas one's sex does not affect one's competence. Therefore, writers should avoid constructions that place women in a special class. Words like *girl, young woman, woman, lady*, and *gal* often subtly denigrate women's achievements.

They should be used only when their counterparts *boy, young man, man, gentleman*, and *guy* would be appropriate in referring to a male.

| EXAMPLES OF SEXIST LANGUAGE: | POSSIBLE ALTERNATIVES: |
|---|---|
| Andrew Wyeth is a fine painter, and Georgia O'Keeffe is a fine woman painter. | Andrew Wyeth and Georgia O'Keeffe are fine painters. |
| Marie Curie did what few people--men or women--could do. | Marie Curie did what few people could do. |
| Mary Wells Lawrence is a highly successful lady advertising executive. | Mary Wells Lawrence is a highly successful advertising executive. |

Terms such as *woman doctor* or *female executive* are generally unacceptable. Where it is desirable to refer to a person's sex, references should be made with the aid of feminine pronouns: "The doctor walked into the room and put her bag on a chair next to the patient's bed." In some cases, however, it is necessary to refer directly to a person's sex, as in the sentence: "The works of female authors are too often omitted from anthologies."

Avoid constructions implying that women, because they are women, are always dependent on male initiative.

| EXAMPLES OF SEXIST LANGUAGE: | POSSIBLE ALTERNATIVES: |
|---|---|
| The ancient Egyptians allowed women considerable control over property.* | Women in ancient Egypt had considerable control over property.<br>Men in ancient Egypt allowed women considerable control over property.** |
| A slave could not claim his wife or children as his own because the laws did not recognize slave marriages.* | Slaves tried to maintain family relationships, but the laws did not recognize slave marriages. |
| the farmer and his wife* | a farm couple |
| a homeowner and his family* | homeowners and their children |

---

* These examples do not make sense inasmuch as terms like *ancient Egyptians, slave, farmer, homeowner* include women.

** This sentence would be correct only if the author could prove that men in ancient Egypt could choose to grant or deny property rights to women.

Care must be taken to avoid sexist assumptions and stereotypes in teachers' manuals and other teacher aids.

| EXAMPLES OF SEXIST LANGUAGE: | POSSIBLE ALTERNATIVES: |
|---|---|
| Hammers and scissors are good eye-hand coordinators. Hitting the nail instead of the thumb is a triumph for the boys. Cutting out paper dolls and their garments is good for the girls. | Hammers and scissors are good eye-hand coordinators. For a child, hitting the nail instead of the thumb or cutting out a recognizable shape is a triumph. |
| The boys like action stories, and both boys and girls like animation and comedy. Girls will read stories that boys like, but the boys will not enjoy "girlish" stories. | Most children like action, animation, and comedy in stories. Some children, however, will enjoy lighter or more sentimental types of reading materials. |

Revising Sexist Manuscripts

A manuscript may contain so many instances of sexist language that a complete revision is necessary. Following are two such selections along with possible revisions.

| SEXIST PASSAGES: | SUGGESTED REVISIONS: |
|---|---|
| Have one member of the class walk onstage into an environment of his choosing (remembering the difference between showing and doing, be sure he does not *show* you where he is, but rather *does* what he would normally do in that place). When you are sure where he is, join him in the environment. As each member of the class discovers where he is, they in turn may join him onstage. | Imagine yourself in a particular situation. Without telling the class where you are, walk onstage into this environment. Remember the difference between showing and doing and *do* what would normally be done in the place you have chosen. As other class members recognize your environment, they may join you onstage, becoming a part of the same situation. |
| Born in Manchester, England, in 1922, the daughter of a greengrocer, Mary Barrington spent a typical girlhood doing chores around the house and reading the works of female authors such as Jane Austen and Emily Brontë. Although she was considered attractive by men and had several suitors, she rejected the joys of marriage in order to pursue a literary career. Her sharp, masculine mind attracted the attention of instructors at | Born in Manchester, England, in 1922, the daughter of middle-class parents, Mary Barrington spent a good deal of her childhood reading the works of well-known English authors such as Jane Austen and Emily Brontë. She was intent on pursuing a literary career, and her sharp mind attracted the attention of instructors at Queen's College. In her final year, she won the coveted Queen's Prize for Literature. By 1946, Barrington had |

Queen's College, where she won the coveted Queen's Prize for Literature in her final year. By 1946 Miss Barrington had become a nationally known authoress, largely due to her best-selling novel *Crassington*, which dealt with man's alienation --a theme that recurred in the eight novels that followed. Now semi-retired, she can occasionally be seen on the outskirts of Manchester, sporting the good looks and trim figure that belie her age.

become a nationally known author, largely due to her best-selling novel *Crassington*, which dealt with human alienation--a theme that recurred in the eight novels that followed. Now semiretired, she can occasionally be seen on the outskirts of Manchester, where she leads an active life and enjoys good health.

## Dealing with Unavoidable Sexism

If, after careful consideration, an author or editor finds it desirable to use selections that contain sexist attitudes, these attitudes should be discussed in accompanying descriptive material or discussion questions. For example, the following questions appeared in one text after the story "The Journal of a Wife-Beater":

1. The Latins have a word for it: *machismo*, that flaunting of masculinity that is expected in certain male-dominated societies. To what degree does the Vasili who begins this journal seem to accept this concept of male superiority?

2. Every time Nitsa hits her husband, she states calmly, "I owed you one...." Is she, as she claims, simply repaying a debt?

3. Try your hand at writing a journal Nitsa might have kept for the days covered in the story.

## "Have You Checked Your Textbooks?"

III. Goal: PARTICIPANTS WILL IDENTIFY THE FACTORS THAT AFFECT SEX-ROLE SOCIALIZATION IN CHILDREN.

B. Objective: Identify and critique sex-role stereotypes in textbooks and other educational materials.

2. Learning Strategy:

Note to Leader:

This activity will provide elementary level participants, especially teachers, with specific data on sex-role and racial stereotyping in popular basal readers.

It can be an especially useful activity if some copies of basal readers of Ginn, Macmillan, S.R.A., and Scott, Foresman are made available for examination by participants to check out the information presented in the attached article.

In fairness to the publishers reviewed in the article, it must be pointed out that the stereotyping found in these books is representative of most books, not just theirs.

Instructions:

a. Explain goal and objective of strategy.

b. Distribute the attached article, "Conclusion: Summary of Findings" to all participants.

c. Distribute copies of Ginn, Macmillan, S.R.A., and Scott, Foresman basal readers, if available, to participants for their observation.

d. Discuss, in a small or large group, sex-role and racial stereotyping in basal readers and its effects on children. Suggested questions are:

1) What was your initial reaction to these findings?
2) Do you use any of these readers in the classroom? Have you noticed any of these trends?
3) What effects might these readers have on children who use them? Is availability of role models an important aspect of readers?
4) What feelings do you think minority group children and girls experience in reading these books?
5) Would you consider changing your use of readers after reading this information?
6) If you continue to use these readers, do you think additional attention should be paid to stereotyping in instructing the children? If so, brainstorm some ideas on how this could be done.

7) How might the availability of role models affect children's career aspirations and awareness? According to racial or ethnic group? Since it takes on the average six years to adopt new textbooks or readers, what can be done to facilitate widening of career options for children while using the stereotyped readers?

e. Summarize.

Minimum Time Required: 45 minutes

Resources Needed:

Attached Article: "Conclusion: Summary of Findings" (Council on Interracial Books for Children, Inc., 1976)
Materials: Basal readers (optional)

Outcome Criteria:

Participants will identify three ways in which they could deal with sex-role and racial stereotyping in readers they use in their classrooms.

Participants will identify three ways in which they could widen career options for children while using stereotyped basal readers.

## *CONCLUSION: SUMMARY OF FINDINGS*[1]

by the Baltimore Feminist Project

### STATISTICAL ANALYSIS

The following statistical analysis is based on judgments made of which character or characters in each story are "central." In many instances, there are several characters, often of different sex and race, judged to be central to a story.

Table 1. Sex of Central Characters: Raw Figures

| | Ginn | Macmillan | S.R.A. | Scott, Foresman | Total |
|---|---|---|---|---|---|
| Female | 56 | 27 | 34 | 19 | 136 |
| Male | 113 | 65 | 93 | 45 | 316 |

Table 2. Percentages of Female and Male Central Characters

| | Ginn | Macmillan | S.R.A. | Scott, Foresman | Total |
|---|---|---|---|---|---|
| Female | 33% | 29% | 27% | 30% | 30% |
| Male | 67% | 71% | 73% | 70% | 70% |

Table 3. Ratios of Male Central Characters to Female Central Characters

| Ginn | Macmillan | S.R.A. | Scott, Foresman | Total |
|---|---|---|---|---|
| 2:1 | 2.3:1 | 2.7:1 | 2.4:1 | 2.3:1 |

Table 4. Race of Central Characters: Raw Figures

| | Ginn | Macmillan | S.R.A. | Scott, Foresman | Total |
|---|---|---|---|---|---|
| Blacks | 7 | 24 | 4 | 5 | 40 |
| Whites | 159 | 57 | 73 | 51 | 340 |
| Others | 3 | 11 | 6 | 5 | 25 |

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[1] From: Baltimore Feminist Project, Sexism and racism in popular basal readers, 1964-76. New York: Racism and Sexism Resource Center for Educators. Permission to reprint granted by the Racism and Sexism Center for Educators, 1841 Broadway, N.Y., N.Y. 10023. A free catalog listing other materials is available.

Table 5. Percentages of Black, White and "Other" Central Characters

| | Ginn | Macmillan | S.R.A. | Scott, Foresman | Total |
|---|---|---|---|---|---|
| Blacks | 4% | 26% | 5% | 8% | 10% |
| Whites | 94% | 62% | 88% | 84% | 84% |
| Others | 2% | 12% | 7% | 8% | 6% |

Table 6. Ratios

| | Ginn | Macmillan | S.R.A. | Scott, Foresman | Total |
|---|---|---|---|---|---|
| Wh./Bl. | 23:1 | 2.4:1 | 18:1 | 10:1 | 8.5:1 |
| Wh./Oth. | 53:1 | 5:1 | 12:1 | 10:1 | 13.6:1 |
| Wh./Bl. and Oth. | 16:1 | 11:7 | 7:1 | 5:1 | 5.2:1 |

Table 7. Sex and Race: Raw Figures and Percentages

| | Ginn | Macmillan | S.R.A. | Scott, Foresman | Total |
|---|---|---|---|---|---|
| Bl. Fem. | (3) 1.8% | (7) 7.6% | (0) 0 | (1) 1.6% | (11) 2.7% |
| Wh. Fem. | (53) 31.3% | (17) 18.5% | (23) 27.7% | (14) 23.0% | (107) 26.4% |
| Oth. Fem. | (0) 0 | (3) 3.3% | (1) 1.2% | (1) 1.6% | (5) 1.2% |
| Bl. Male | (4) 2.4% | (17) 18.5% | (4) 4.8% | (4) 6.5% | (29) 7.2% |
| Wh. Male | (106) 62.7% | (40) 43.4% | (50) 60.3% | (37) 60.6% | (233) 57.5% |
| Oth. Male | (3) 1.8% | (8) 8.7% | (5) 6.0% | (4) 6.5% | (20) 5.0% |

The most striking fact about the statistical breakdown for sex of central characters for these four publishers is the close similarity of the figures. In each series, about 70% of the stories have male central characters, while 30% have female. It is not difficult to postulate some unspoken principle of textbook publishing which assumes that about 70% of the stories should be male-centered. There is absolutely no argument which can support this obvious bias.

With regard to race of central characters, the improvements Macmillan has made with its Bank Street Series remain inadequate. The elementary school population of most large U.S. cities is over 50% Black. And yet the "best" textbook series out of those included in this study still features white central characters in 65% of a sample of stories. This is especially significant in as much as these textbook series are written with the urban market uppermost in mind.

Taking a look at the combined variables of sex and race of central characters (Table 7), the clear and unmistakable bias of our culture is revealed. Of a total of 317 stories in six readers, in every series but one, over 60% of the central characters are white males. A relatively small proportion of the urban school population is being handed an enormous piece of the educational pie.

## THE DAMAGING EFFECTS OF STEREOTYPING IN TEXTBOOKS

In the first section of this report we demonstrated that sex-role stereotyping causes considerable psychological and economic damage by:

1. Limiting the role of adult women to the home or to low-paying, low-status jobs outside of the home.
2. Ignoring and devaluing the contributions of women to our society.
3. Encouraging girl children towards dependency, passivity and incompetency.
4. Encouraging boy children towards competition, aggressiveness and lack of feeling for others.

We have also demonstrated that racial stereotyping causes psychological and economic damage by:

1. Failing to provide Blacks and other social minorities with positive career and role models.
2. Encouraging the distortion among white youth of the racial diversity of society and their position within a multiracial society.
3. Failing to reflect the particular cultural achievements and cultural differences of Blacks and other minority groups.
4. Fostering the concept of assimilation or "fitting into" the dominant white culture instead of encouraging pride in one's own racial heritage.

## GENERAL TRENDS TOWARD ROLE STEREOTYPING IN THE SERIES

Although each series subjected to analysis has its own particular patterns of racial or sexual stereotyping, and although some of the textbooks are more blatantly stereotyped than others, we have nevertheless observed the following general trends:

### RACIAL STEREOTYPING

All of the textbook series under consideration tend to:

- Underrepresent Blacks and other racial minorities.
- Show Blacks participating in predominantly white groups rather than either functioning in an ethnic setting or having whites participating in a predominantly Black group.
- Fail to deal honestly with the socio-economic oppression of Blacks and other minorities.

- Show Blacks and other minority groups more frequently in historical or in fantasy settings rather than in realistic contemporary settings.
- Show far fewer Black females than Black males.
- Show minority children having to be "super" children to be "accepted."

## SEXUAL STEREOTYPING--MALE

All of the textbook series under consideration tend to:

- Focus on the achievements of white males.
- Show males as resourceful, adventurous, successful individuals.
- Present men as models for such classifications as "the ideal American," and in most factual articles feature male achievements.
- Show men in positions of power or authority, i.e., doctors, scientists, astronauts, writers, breadwinners--usually carrying briefcases.
- Show boys solving problems, acquiring information, achieving manhood, excelling in sports, working out conflicts, exhibiting courage and resourcefulness.
- Show boys relating to other boys in teams, games, athletic events or clubhouses, and excluding girls from their activities.

## SEXUAL STEREOTYPING--FEMALE

All of the textbook series under consideration tend to:

- Show adult women primarily as mothers, functioning indoors.
- Ignore women as workers outside the home.
- Show women as deriving their sense of worth from being self-sacrificing and family-identified rather than being full individuals in their own right.
- Show adult women in stereotyped roles--mother, witch, little old lady.
- Show women in typical domestic roles--washing dishes, buying groceries, doing the laundry, baking a cake, and usually wearing an apron.
- Show girls in passive or failure situations, generally in indoor settings.
- Show girls as lacking bravery, skill, and initiative.
- Show girls preparing for their future domestic roles--babysitting, shopping for mommy, learning to cook, worrying about clothing.

- Show girls in isolation--alone or with one other girl--rather than in groups.
- Underrepresent girls as central characters.

## POSITIVE SELF-IMAGE STORIES

A few of the stories in each series contain positive images, either for women or for racial minorities, but usually not for both. However, even in the stories which present less negative images of Blacks or women, there still remain subtle elements of stereotyping.

We would hope that educators and parents begin to examine readers with regard to racial and sexual stereotyping, and that they realize that both forms of bias must be eliminated if the texts are to serve the needs of the students.

## RECOMMENDATIONS

As a result of our analysis of five textbook series used extensively in Baltimore schools, we must conclude that none are free from racial or sexual bias. Further study might perhaps unearth an ideal reader used somewhere in the city school system: this, however, is unlikely. Nor is it likely that Baltimore would have the funds available to purchase this hypothetically non-biased series for the entire school population. It seems, then, that the best use to be made of the available texts is to help each student become aware of the racial and sexual stereotyping present in the stories they are reading. This consciousness can only come about if the teachers are attuned to the subtle sexist and racist implications of the vast majority of the stories being read in the elementary schools.

Teacher awareness of the problems of racial and sexual stereotyping could be strengthened through the following means:

1. Reports of studies like this one should be reproduced and distributed so that each teacher in the school system who uses readers can study the findings.
2. Teachers should be encouraged to read other books and articles.
3. Teachers and administrators should receive further exposure through seeing some of the pertinent slide shows which are available and by having active dialogues following the slide show presentations.
4. In-service workshops offering racism and sexism awareness training can become a requirement for all school personnel.

We would additionally recommend that interested parents and other members of the community have the opportunity to study this report. Parents might also be interested in participating in community workshops which would focus on sexual and racial stereotyping, not only in elementary school textbooks, but also in television advertising, comic books, television programs aimed at children, library books, toys and other media through which society's values are conveyed to children. The Racism and Sexism Resource Center for Educators can be contacted for such training or workshops or can recommend numerous other organizations for this purpose.

Finally, we recommend that public pressure be applied on publishers, insisting that school readers be revised so that there be a wider range of choice for women, Blacks, and other minority groups. It would seem that the Textbook Selection Committee of the Baltimore City School System and of other school systems would be in the position to apply such pressure. We would hope that this report will provide enough factual information to convince educators that textbooks must begin to provide positive role models for all young students.

# "School Personnel and Sex Bias"

III. Goal: PARTICIPANTS WILL IDENTIFY THE FACTORS THAT AFFECT SEX-ROLE SOCIALIZATION IN CHILDREN.

C. Objective: Set goals and make plans to expand their facilitative behaviors and modify their inhibiting behaviors.

1. Learning Strategy:

Note to Leader:

This strategy provides a framework for personal or institutional analysis of sex bias. Try to have participants relate to the situations presented on both institutional and personal levels. By analyzing their schools, participants will become aware of the current situation, needs, and possible points of interventions. Personal attribution will increase individual awareness and possible attitude/behavior change.

Instructions:

a. Explain goal and objective of strategy.

b. Participants will respond to the "School Personnel and Sex Bias" checklist in writing.

c. Divide into groups of six to eight persons to discuss the responses.

d. Stimulus questions for small-group discussion:

1) Which of the previous items had the strongest impact on you? Why?
2) Which sounded most familiar based on your experiences in schools?
3) In what ways would the behaviors described in the checklist items inhibit or facilitate the sex-stereotype-free growth of students?
4) Would you change any behaviors as a result of this exercise?

e. Summarize.

Minimum Time Required: 45 minutes

Resources Needed:

Handout: "School Personnel and Sex Bias"

Outcome Criteria:

Participants will write in their journals examples of differential responses to female and male students and the implications of these for the students' development.

"Two things I learned were..."
"One plan of action with which to follow up this activity back in my school might be..."

## *SCHOOL PERSONNEL AND SEX BIAS*

Do you or have you heard other school personnel...

1. Excuse behavior in boys/girls that you would not tolerate in the other sex?

   Yes_____ No_____ Example:

   Why:

2. Comment on the appropriateness of the grooming, appearance, or style of dress of one sex more than the other?

   Yes_____ No_____ Example:

   Why:

3. Expect boys to exhibit quite different personality traits from girls (e.g., regarding aggressiveness, independence, moodiness, etc.)?

   Yes_____ No_____ Example:

   Why:

4. Respond differently to a boy or girl when he/she used poor grammar, profanity, or slang?

   Yes_____ No_____ Example:

   Why:

5. Often refer to students by sex: "Boys and girls," "I want one boy and one girl to volunteer," etc.?

   Yes_____ No_____ Example:

   Why:

6. Encourage boys to be chivalrous (e.g., relinquish their chairs, carry heavy objects)?

   Yes_____ No_____ Example:

   Why:

7. Punish students by having them sit with the other sex?

   Yes_____ No_____ Example:

   Why:

## "Promoting Equal Status Behavior"

III. **Goal**: PARTICIPANTS WILL IDENTIFY THE FACTORS THAT AFFECT SEX-ROLE SOCIALIZATION IN CHILDREN.

C. **Objective**: Set goals and make plans to expand their facilitative behaviors and modify their inhibiting behaviors.

2. **Learning Strategy**:

Note to Leader:

This activity is designed to help participants become more sensitive to the classroom interaction of their students, particularly cross-sex interaction and leadership roles of girls and boys, as well as to help promote more equal status behavior, as defined by Marlaine Lockheed (1977).

Instructions:

a. Introduce the concept of equal status behavior with a brief summary of the Lockheed project (attached).

b. Have participants read through the handout on equal status behavior and discuss.

c. Suggestions for discussion:

1) According to the brief description of the Equal Status Behavior Project, what does this research on fourth and fifth grade students say about cross-sex interaction? About elementary school friendship preferences? About these children's attitudes toward the other sex?
2) What did the project find about leadership behavior of these fourth and fifth grade students?
3) How do your own observations of elementary children fit with these figures?
4) What examples can you cite of cross-sex interaction in your classroom, on the playground, or in the school? What could you do to promote it?
5) What examples can you provide of female leadership behavior in your classroom, on the playground, or in the school? What could you do to promote it?
6) If you were to take steps to promote equal status behavior, how might your behavior or attitudes be different?

d. Summarize.

**Minimum Time Required**: 45 minutes

**Resources Needed**:

Handout: "Summary of Equal Status Behavior Project Research"
Reference: "Promoting Equal Status Behavior Between Boys and Girls in the Classroom: Some Questions and Answers" (Lockheed, 1977)

**Outcome Criterion:**

Participants will provide three examples of ways in which they can promote equal status behavior in their classroom.

## *SUMMARY OF EQUAL STATUS BEHAVIOR PROJECT RESEARCH*[1]

One of the Women's Educational Equity Act Projects is called "Promoting Equal Status Behavior (ESBP)." Designed for elementary classroom teachers, it has analyzed classroom interaction patterns of girls and boys and the leadership and cross-sex interaction in which they engage. Cross-sex interaction is defined as "the mutual or reciprocal action or influence between males and females" (Lockheed, 1977).

In their research on ESB, project staff found:

1) There are sex-role stereotypes about interpersonal interaction of males and females including beliefs that males are more influential, more active, and more task-oriented than females in face-to-face mixed-sex groups.

2) They found two patterns in elementary schools.

    a) In a survey of 1,000 fourth and fifth grade students, they found that girls and boys do not engage in much interaction either as friends or as co-workers in school. For example, they found 44% of the girls had worked with a boy, 40% of the boys had worked with a girl.

    b) They also found that girls do not behave as leaders, are not viewed as leaders by others, and are not influential. In a study of fourth and fifth grade mixed-sex groups, they found significant differences in percentages of girls and boys as behavioral leaders, perceived leaders, and those having the highest influence, the boys being higher.

The researchers suggest that sex-role stereotypes inhibit cross-sex interaction and equal status behavior. They recommend further that it is possible to reduce sex-role stereotypes by showing teachers how to increase cross-sex interaction and giving girls equal leadership opportunities.

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[1] Summarized from: M. Lockheed, Equal status behavior workshop. Princeton, N.J.: Educational Testing Service, 1977.

## "Schools as Influencers" (Videotape)

III. Goal: PARTICIPANTS WILL IDENTIFY THE FACTORS THAT AFFECT SEX-ROLE SOCIALIZATION OF CHILDREN.

C. Objective: Set goals and make plans to expand their facilitative behaviors and modify their inhibiting behaviors.

3. Learning Strategy:

Note to Leader:

For more intensive discussion, and for suggestions for using the videotape, see Video Viewers' Guide No. 7: Schools as Influencers.

Instructions:

a. Explain goal and objective of strategy.

b. Have participants view the half-hour color videotape "Schools As Influencers."

c. Critical incidents in the educational experience are identified in the first section of this tape. Communication between students and staff, school policies, peer influences, segregation of subjects, and other issues are discussed in the second segment, as they affect what students see as acceptable or possible in terms of their own career decisions. In the third segment, some innovative educators share their experiences and their ideas of what to do to encourage unlimited career options. In small groups of five to six, discuss the critical incidents, the issues, and possible solutions. Possible discussion questions are:

1) Which of the incidents did you identify with or think was the most real?
2) Have you experienced similar incidents during your education?
3) If you are or ever were an educator, have you had similar experiences with students? Do you think that the incidents and issues are representative of fact?
4) If you are a parent, have your children had similar experiences during their school years? If so what was your reaction? And what, if anything, did you do?
5) What do you think educators can do to improve career options for students?
6) Is there anything that you, as a parent/citizen, can do to increase career options for all students? To increase assertive behavior?
7) Does your school or college have a systematic career development and/or career education program? Does it perpetuate stereotypes or really try to expand opportunities?

d. Summarize.

Minimum Time Required: 30 minutes for tape
30 minutes for discussion

Resources Needed:

Materials: Videotape No. 7, "Schools as Influencers"
Video Viewers' Guide No. 7: Schools as Influencers

Outcome Criterion:

Participants will have actively participated in the discussion of the influence of schools in career development generally and in their own individual career decisions.

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## "Parents as Influencers" (Videotape)

III. Goal: PARTICIPANTS WILL IDENTIFY THE FACTORS THAT AFFECT SEX-ROLE SOCIALIZATION OF CHILDREN

C. Objective: Set goals and make plans to expand their facilitative behaviors and modify their inhibiting behaviors.

4. Learning Strategy:

Note to Leader:

Leader should read the Video Viewers' Guide No. 6 and review Videotape No. 6, "Parents as Influencers," prior to using this strategy. The purpose of this strategy is to heighten people's awareness of the influence (positive and negative) parents have on their children's career decisions. Within the videotape to be shown, the influences of fathers and mothers are separately discussed, a sketch of a family in transition is presented, and examples of emergent parents are given. Workshop leaders should be sensitive to the level of awareness and the audience readiness to deal with some of the issues discussed.

Instructions:

a. Explain the goal and the objective of the strategy.

b. Introduce the tape as a tool to help people think about their influence as parents upon their children's career decisions.

c. Read to the audience the segment from the Video Viewers' Guide on BORN FREE concepts and definitions.

d. Show the 30-minute color videotape.

e. Discuss in small groups of five to seven. Suggested discussion questions might include:

   1) Look back on your own career development. How did your parents influence your career decisions? Which were more influential, their own careers (work and family roles) or the advice they gave?

   2) How conscious are you of your own influence on your children's career decisions--the toys you buy, the TV shows and books your children watch and read, your feelings about your career and your spouse's career, messages about "shoulds" and "should nots" you give your children, statements you make about your friends and your children's friends?

   3) When do parental responsibilities for guiding their children's development stop and give way to children's right to make their own career decisions? How can parents provide guidance without taking away the rights and responsibilities of their children?

4) In general, do fathers exert or wield an influence different from the influence exercised by mothers? Is a father's influence more or less powerful? Do fathers have special influence with their sons or daughters?

5) Gary Edwards, the telephone operator, made the statement that people usually want to follow in their father's footsteps to a degree. What do you think he meant by his statement? What factors influence children to choose to follow or not to follow in their father's footsteps?

6) In discussing her father, Carol Hasegawa, the Asian graduate student, noted that her father was different from many fathers whose image of "masculinity" limited their role as a parent. Do you feel that our present concept of masculinity severely limits what men can and should do as fathers? If yes, how?

7) Concerning the influence of mothers, Dr. Hansen indicated that many of the fears about working or employed mothers are based more on myth than reality. What is your opinion about the effects of mothers working? What are the myths and what are the realities? What does the research literature say?

8) Marilyn Gorlin, the administrator and parent, talked about nurturing as the greatest role anybody could play. Do you feel mothers are generally more nurturing with their children than are fathers? Why or why not? As a result of the feminist movement, do you think mothers are becoming less involved with their children and starting to think more of their own needs rather than always putting their children's needs first? Is this good or bad? Why? What about fathers--are they becoming more involved with their children as a result of the men's movement?

9) Within the videotape, Winn Jeffries recalled how she and her family responded to crises that the family faced. Can you relate to any of the problems and feelings encountered by this family? How is your family situation different from or similar to this family's?

10) In the last segment of the tape, different parents share how they have identified or adapted their roles as parents. From listening to these parents, what do you see as the primary advantages or pay offs to parents who have switched over to shared and flexible responsibilities? What are the difficulties or disadvantages encountered in giving up specific sex-linked parent roles?

11) Summarize.

Minimum Time Required: 5 minutes for introduction
30 minutes for tape
25 minutes for discussion

Resources Needed: Videotape No. 6, "Parents as Influencers"
Video Viewers' Guide No. 6: Parents as Influencers

Outcome Criterion:

After viewing and discussing the tape, each participant will be able to state (1) how their own career development was influenced by their parents and/or (2) three ways they would hope to influence their own children.

## Goal IV

PARTICIPANTS WILL INCREASE THEIR AWARENESS OF THE INHIBITING/FACILITATING EFFECTS THAT THEIR PRESENT ATTITUDES AND BEHAVIORS HAVE UPON EXISTING STEREOTYPES AND ROLE EXPECTATIONS OF BOTH MALES AND FEMALES.

A. Clarify the differences between traditional occupations of men and women and which occupations participants view as appropriate for either sex.

   1. Home on the Electric Range
   2. Occupational Sex-Typing

B. Identify the changing roles of women and men in families and occupations.

   1. Home and Life Style
   2. Are You Hurting Your Daughter Without Knowing It?
   3. Dividing Your Pie

C. Analyze the processes and implications of socialization practices on children.

   1. Child-Rearing Brainstorm
   2. The Great Debate

D. Examine the broad range of behaviors available for individuals in our society.

   1. Androgyny Test
   2. Are Women Persons?
   3. The Androgynous Personality

## "Home on the Electric Range"

IV. Goal: PARTICIPANTS WILL INCREASE THEIR AWARENESS OF THE INHIBITING/FACILITATING EFFECTS THAT THEIR PRESENT ATTITUDES AND BEHAVIORS HAVE UPON EXISTING STEREOTYPES AND ROLE EXPECTATIONS OF BOTH MALES AND FEMALES.

A. Objective: Clarify the differences between traditional occupations of men and women and which occupations participants view as appropriate for either sex.

1. Learning Strategy:

Note to Leader:

The division of household tasks by sex and/or family member may reflect and perpetuate important career- and sex-role messages.

By analysis of these tasks in this framework, participants can become aware of how and why they determine certain roles for family members.

Be sure to stress career implications for children as a result of the responsibilities they are assigned or permitted to do.

Discussion of responses of single-parent families and/or members of minority groups to this activity may open discussion on the different problems and situations they may face.

Instructions:

a. Explain goal and objective of strategy.

b. Hand out copies of "Home on the Electric Range" to all participants.

c. Tell participants:

"In this handout are 30 household tasks which are performed most of the time by one family member. Place an X under the family member who most often performs each task. Some of the tasks may not be appropriate for your situation. In those cases, put the X under the one you think is most important in society. Allow 15 minutes for completion.

d. After completion of the questionnaires, divide participants into groups of five to six people. Choose a recorder and discussion leader in each group. Have each mini-group fill out a group tally sheet.

e. Pick the tasks with the greatest discrepancy and discuss the following questions, allowing 45 minutes for completion and discussion:

1) Discuss reasons why one sex was the dominant task performer.
2) What kinds of implications does this have in terms of role models for children, i.e., what messages are being given?

3) Would your responses be identical to those of your same sex parent? How do you explain any differences which exist?

4) Do people often assume a family must have two parents? What are some special considerations for single-parent families?

5) Would membership in a minority population influence responses to the questionnaire? In what ways?

f. Allow 30 minutes for participants to respond to the following questions in large-group discussions and/or in their journals.

1) Based on your experiences today, what kinds of changes in task responsibilities might you make in your home?

2) What creative plans for sharing task responsibilities (both inside and outside) have families in the group developed?

3) In what ways do the task divisions in your home inhibit/facilitate career options for yourself? Spouse? Children?

4) How do you communicate about task division and household responsibilities within your family?

5) Do you communicate to your children your rationale for task division? If so, how?

6) Create an ideal model for making decisions about task responsibilities.

g. Summarize in large group.

Minimum Time Required: 1 1/2 hours

Resources Needed:

Materials: Pens or pencils
Handouts: "Home on the Electric Range" questionnaire.

Outcome Criterion:

Participants will be able to discuss their ideal models for making decisions about task responsibilities.

## *HOME ON THE ELECTRIC RANGE*

Listed below are 30 household tasks which are performed most of the time by one family member. Place an X by the family member who most often performs each task. Some of the tasks may not be appropriate for your situation. In those cases, please respond as you believe they would be performed. Allow 15 minutes for completion.

| Household Task | Man/ Husband | Son | Woman/ Wife | Daughter |
|---|---|---|---|---|
| 1. Preparing breakfast | ____ | ____ | ____ | ____ |
| 2. Making bed | ____ | ____ | ____ | ____ |
| 3. Carrying out garbage | ____ | ____ | ____ | ____ |
| 4. Mowing the lawn | ____ | ____ | ____ | ____ |
| 5. Washing dishes | ____ | ____ | ____ | ____ |
| 6. Washing clothes | ____ | ____ | ____ | ____ |
| 7. Ironing | ____ | ____ | ____ | ____ |
| 8. Chauffeuring kids | ____ | ____ | ____ | ____ |
| 9. Grocery shopping | ____ | ____ | ____ | ____ |
| 10. Scheduling doctor/dentist appointments for children | ____ | ____ | ____ | ____ |
| 11. Paying bills | ____ | ____ | ____ | ____ |
| 12. Figuring out income tax | ____ | ____ | ____ | ____ |
| 13. Washing car | ____ | ____ | ____ | ____ |
| 14. Preparing dinner | ____ | ____ | ____ | ____ |
| 15. Vacuuming | ____ | ____ | ____ | ____ |
| 16. Interior painting | ____ | ____ | ____ | ____ |
| 17. Exterior painting | ____ | ____ | ____ | ____ |
| 18. Splitting firewood | ____ | ____ | ____ | ____ |
| 19. Pruning trees and bushes | ____ | ____ | ____ | ____ |
| 20. Shoveling snow | ____ | ____ | ____ | ____ |
| 21. Buying clothes for children | ____ | ____ | ____ | ____ |
| 22. Disciplining children | ____ | ____ | ____ | ____ |
| 23. Driving the car on family outings | ____ | ____ | ____ | ____ |
| 24. Minor house repairs (i.e., electrical, mechanical) | ____ | ____ | ____ | ____ |
| 25. Determining menu | ____ | ____ | ____ | ____ |
| 26. Taking child to doctor/dentist | ____ | ____ | ____ | ____ |
| 27. Calling babysitters | ____ | ____ | ____ | ____ |
| 28. Planting flowers | ____ | ____ | ____ | ____ |
| 29. Clearing the table | ____ | ____ | ____ | ____ |
| 30. Going to PTA | ____ | ____ | ____ | ____ |

## "Occupational Sex-Typing"

IV. Goal: PARTICIPANTS WILL INCREASE THEIR AWARENESS OF THE INHIBITING/FACILITATING EFFECTS THAT THEIR PRESENT ATTITUDES AND BEHAVIORS HAVE UPON EXISTING STEREOTYPES AND ROLE EXPECTATIONS OF BOTH MALES AND FEMALES.

A. Objective: Clarify the differences between traditional occupations of men and women and which occupations participants view as appropriate for either sex.

2. Learning Strategy:

Note to Leader:

This is a fairly basic introductory activity to the topic of career-related sex-role stereotyping.

Try to follow the guidelines for brainstorming (in the introductory material of this packet) in listing occupations. Emphasize idea sharing by all participants in discussing their responses. This may set the tone for a successful training session.

Instructions:

a. Explain goal and objective of strategy.

b. Distribute the questionnaire "Occupational Sex-Typing."

c. Instruct each participant to complete the questionnaire.

d. After 10 minutes, ask participants to share their responses with another participant.

Use the following questions for discussion:

1) Compare the two lists. In what ways do the occupations you named for men differ from the ones you named for women?

2) Which of the above occupations do you feel could be done equally well by women or men? Why?

3) Which occupations do you feel should be done only by men? Why?

4) Which occupations do you feel should be done only by women? Why?

5) How are occupations typed also by race or other characteristics?

e. Form groups of ten and combine the participants' responses into two lists, one for females and one for males.

f. Report the lists to the large group.

g. Discuss the above questions again.

h. Summarize.

Minimum Time Required: 40 minutes

Resources Needed:

Materials: Newsprint, magic markers
Handouts: "Occupational Sex-Typing Questionnaire"

Outcome Criterion:

Participants will be able to complete the following statement in their journals: "Traditional occupational stereotypes have affected women and men..."

### *OCCUPATIONAL SEX-TYPING QUESTIONNAIRE*

Complete the two lists below. In one list, name occupations which have been traditionally held by men; in the other list, write occupations which have been traditionally held by women.

| "Male" Occupations | "Female" Occupations |
|---|---|
| | |

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## "Home and Life Style"

IV. Goal: PARTICIPANTS WILL INCREASE THEIR AWARENESS OF THE INHIBITING/FACILITATING EFFECTS THAT THEIR PRESENT ATTITUDES AND BEHAVIORS HAVE UPON EXISTING STEREOTYPES AND POLE EXPECTATIONS OF BOTH MALES AND FEMALES.

B. Objective: Identify the changing roles of women and men in families and occupations.

1. Learning Strategy:

Note to Leader:

This strategy is useful in that it raises the awareness of participants of the current status of the sexes in the family and labor force. Appropriate as a thought-provoking and non-threatening activity, it could best be utilized in the beginning of a training sequence. The discussion time is important in sharing ideas and clarifying participants' positions.

Parent groups may enjoy this activity because some of the statements in the questionnaire apply directly to the family.

Instructions:

a. Explain goal and objective of strategy.

b. Distribute "Home and Life Style Questionnaire" to participants.

c. Have participants complete the questionnaire.

d. Present answers. Then discuss the answers in either small or large groups.

Use the following questions as guidelines in processing exercise:

1) How did your responses compare with the research data?

2) What questions provided the most thought-provoking reactions?

3) Do the research data apply to your own family?

4) What are the implications for families and the work force of more women entering the labor market?

e. Summarize in large group.

Minimum Time Required: 30-45 minutes

Resources Needed:

Materials: Pens/pencils
Handout: "Home and Life Style Questionnaire"
Reference: Van Dusen and Sheldon (1976).

Outcome Criteria:

Participants will have completed the exercise and will be able to complete the following statements in their journals:

"The most thought-provoking question(s) was(were) . . .because . . . "

## *HOME AND LIFE STYLE QUESTIONNAIRE**

1. According to the first national census in 1789, the average household had ____ people. ____________

2. With regard to stability/mobility, in Boston in the mid 1800's ____% lived in one locale for an entire decade. ____________

3. Today, (a) ____% of Americans move every year, with (b) ____% moving to another state. a. ____________ b. ____________

4. In 1880 (a) ____% of Americans lived on farms or large cities. In 1970 (b) ____% of Americans lived in small towns or suburbs. a. ____________ b. ____________

5. The present American divorce rate is reaching (a) ____% The present remarriage rate is reaching (b) ____%. a. ____________ b. ____________

6. About ____% of wives expect to remain childless. ____________

7. In 1940 ____% of mothers held paying jobs. ____________

8. Presently ____% of all adult women are either working or looking for work out of the home. ____________

9. ____% of married women are presently in the work force. ____________

10. If the numbers of women in clerical jobs and in personal service occupations were totaled, what percent of all working women would that number represent? ____________

11. Approximately ____% of architects, or drafters, or lawyers are women. ____________

12. As of 1972, 40% of all men in the work force earn $10,000 or more. ____% of all women in the work force earn $10,000 or more. ____________

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*Source Unknown, 1972

## Home and Life Style Questionnaire Key

1. 5.8
2. 34%
3. (a) 20%
   (b) 5%
4. (a) 57%
   (b) 66%
5. (a) 40-50%
   (b) 95-100%
6. 5%
7. 14.7%
8. 40%
9. 60%
10. 50%
11. 3-4%
12. 8%

## "Are You Hurting Your Daughter Without Knowing It?"

IV. Goal: PARTICIPANTS WILL INCREASE THEIR AWARENESS OF THE INHIBITING/FACILITATING EFFECTS THAT THEIR PRESENT ATTITUDES AND BEHAVIORS HAVE UPON EXISTING STEREOTYPES AND ROLE EXPECTATIONS OF BOTH MALES AND FEMALES

B. Objective: Identify the changing roles of women and men in families and occupations.

2. Learning Strategy:

Note to Leader:

This activity can be best applied with parents in raising their awareness of how they socialize their children. Although the article emphasizes the damaging effects of career-related sex-role stereotyping on girls, also try to direct discussion to consideration of its effects on boys. (See also References for article by Sexton, 1974.) The attempt to discuss what can be done to facilitate widening of career options for both sexes is critical.

Instructions:

a. Explain goal and objective of strategy.

b. Have participants read "Are you hurting your daughter without knowing it?"

c. Discuss in small groups:

   1) Have you come across some of the beliefs and practices which the author describes?

   2) Can you identify some of the beliefs and practices in your own relationships with your children?

   3) Which beliefs and practices do you think should be changed in order to allow more egalitarian career options? What problems will you encounter? Discuss ways to deal with the problems.

d. Summarize in large group.

Minimum Time Required: 45 minutes

Resources Needed:

Attached Article: "Are you hurting your daughter without knowing it?" (Eliasberg, 1971).

Outcome Criterion:

Participants will list five beliefs and practices that affect the career options of their children.

## *ARE YOU HURTING YOUR DAUGHTER WITHOUT KNOWING IT?*[1]

By Ann Eliasberg

Recently, a delegation of young women--university teachers and students--presented their ideas about discrimination against females and stereotyping in the schools to an all-male group of school superintendents attending a two-week conference at Teachers College of Columbia University. The conference subject was early childhood education. And yet, as the women who politely crashed the conference pointed out to these men, they had not even considered a "vital aspect of the early education of all children, namely the ways in which children learn that they are male and female and what they learn about being male and female."

The young women presented a well-documented argument to support their case that in school, girls are taught to have fewer aspirations than men, because fewer opportunities lie open to them. The argument was so persuasive that one conference observer, a mother with daughters 12 and 16, and a son of 10, was moved to conduct an informal survey of books commonly found in children's libraries or used in schools throughout the country.

"I was appalled," she reports. "I thought the suffragettes had solved the whole question of women's rights and that any problems that still remained were settled in the 1920s and 1940s. But to read some of these books, you'd think that women not only haven't achieved anything in science or art or politics, but that they aren't even interested in such matters."

The same mother discovered, in books for preschool children and in the elementary-grade readers and recreational literature to be found on any school or public library shelf, how limited a role in society we mark out for women. For example, in a series of basic readers used in many private and public schools, a second-grade reader starts out with a description of how our country might look to an astronaut. The country he surveys has men taking most of the active, achieving roles, and women generally portrayed as homemakers, nurses or teachers. In a book that focuses on historical figures, youngsters learn about George Washington Carver, King Alfred, Robert Bruce, William Tell, Alexander the Great, Copernicus, Galileo, Johannes Kepler, Henry Ford and the Wright brothers. Searching for feminine greats (Queen Elizabeth, perhaps, or Joan of Arc?), a diligent reader will finally come upon two: Nurse Florence Nightingale (not pioneer doctor Elizabeth Blackwell) and the Negro educator Mary McLeod Bethune. Mrs. Bethune and Negro contralto Marian Anderson are often among the few women who appear in books about important people in American life; rather a one-token-buys-two-rides approach.

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[1] From: Eliasberg, A. Are you hurting your daughter without knowing it? Family Circle, February, 1971. Permission to reprint granted by Family Circle. © 1971 by The Family Circle, Inc. All rights reserved.

of Human Resources Project, points out that girls often receive inferior vocational and educational guidance. "A lot of vocational counselors have outdated ideas about men's jobs and women's jobs," he declares. Also, many parents still think in terms of career aspirations for their sons but not necessarily for their daughters.

Of course, realists will point out that men are usually the chief breadwinners. But doesn't the male-breadwinning argument conveniently ignore the fact that of the approximately 30 million women in our labor force, the majority of them work from financial necessity, many because they head their households? Denying them equal education and job opportunities merely restricts them to jobs that require low skills and pay low wages. Many girls settle for low-skill jobs in fields only vaguely related to the one they really care about, which might be law, medicine or social work. Furthermore, most graduate schools do not encourage women who have interrupted their studies for marriage to come back on a part-time basis, although many women have successfully earned graduate degrees while running a home and rearing children.

Perhaps this is as good a time as any to rake over that old chestnut about a woman's work-life damaging her children. Research has not really shown a causal relationship between maladjustment in children and a mother's hours outside the home, but the main fallacy is the either/or that is built into the argument. "Unquestionably," says Dr. Aaron Esman, psychiatrist, "the best climate for the development of a child's sense of self and his relationships with other people is a close, loving and consistent association with his mother, or mother-person, until about his third year." But that doesn't mean that a child must be in his mother's sole care 24 hours a day. In fact, Dr. Esman sees some definite advantages in a pattern whereby both a wife and husband might share breadwinning and child-rearing responsibilities, and when the crucial early years are passed, pscyhiatrists agree that some pattern that involves a woman in meaningful outside work is usually better for her, her husband and her children than total concentration on the home.

Parents still tend to be fearful that girls who love sports and excel in math or science are "masculine," while boys who help with the dishes and like music and poetry are "feminine." But there is simply no valid reason for discouraging a girl's or boy's natural inclinations. If Judy likes to refinish furniture, experiment with test tubes or stargaze through a telescope, and her father or mother can enjoy these activities with her, Judy is a lucky girl. She gains a sense of acceptance by her parents that is like courage in the bank for future challenges.

How often, though, do parents unconsciously undermine the work they consciously try to do, praising a girl for her looks and her clothes and a boy for his ideas and achievements, thereby setting up a double standard that children will surely detect?

The consensus of psychological thought relates the disparities in the achievement of boys and girls to early conditioning as often as to inherent factors of superiority or inferiority.

Moving down the shelf, a book that offers brief biographies of Benjamin West, Benjamin Franklin and most of the presidents of the United States, also informs its readers that William Cullen Bryant was America's first great poet. Why no mention of Emily Dickinson, whom most critics consider far greater? Or Anne Bradstreet, first poet of either sex on American shores?

Children invest a great deal of their intellects and imaginations in the world they meet in schoolbooks. What kind of women inhabit this world? Many books have invented a vapid, generalized, "typical" American woman. We meet this feminine figure in, for example, a series of children's books about a school-age boy named Peter. Peter's father, Mr. Sills, works at a proving ground for space missiles that conveniently allows Peter to be in on the excitement of rocket building, rocket testing, moon shooting and the like. Throughout the series, Peter's mother and his sister, Linda, never visit the proving ground or show any interest in space matters. At one point, Mrs. Sills invites Dr. Dan, a scientist friend of her husband, to visit the Sills home. She adds archly, "I will even let you and John talk about space now and then." When one considers this literary characterization in light of the fact that approximately 40 million women, as compared with 36 million men, viewed our astronauts' first step on the moon in July, 1969, one wants to ask where the author of the Peter series (a woman) gets her ideas about female America.

The fact is, more children's books are about boys than about girls, and the girls and women who do appear are usually passive, undifferentiated characters. When Mark and Rich, in another children's series, visit the Mayan ruins of Mexico, their professor-guide is a man, and when they make an underseas journey, they are again part of an all-male team. A reasonably well-informed woman will feel puzzled as she browses through such juveniles. Didn't archaeologist Iris Love head a team that discovered a temple of Aphrodite in Turkey? And didn't five women aquanauts spend two weeks in an underseas laboratory habitat, studying the ecology of sea life? Or if these events are too recent, what about Marie Curie's discovery of radium or Lise Meitner's contribution to the splitting of the atom?

Of course, there are books in which girls figure as principal characters: Cherry Ames is a student nurse, Vicki Barr a flight stewardess, and Peggy Lane an aspiring actress. But these girls seem somewhat pallid beside Tom Swift, budding scientist, and Tom Corbett, space explorer. The one exception, the girl who outsells them all--more than a million copies in one year as compared with 40,000 for Cherry Ames--is Nancy Drew, who tootles about the country in her roadster, solving mysteries and living a life of freedom and adventure. Interestingly, a psychoanalyst, the late Dr. Lili Peller, discovered in a study on the reading habits of school-age boys and girls that Nancy Drew's image satisfies the young girl's daydream that "maybe I can be a boy."

Educational and vocational guidance counselors should, of course, help every student, girl and boy, to set his or her sights as high as abilities warrant. But, as specialists in this area have discovered, not all of them do. Eli Ginzberg, director of Columbia University's Conservation

The message is clear. Setting overly protective limits on the world a small girl can explore both physically and mentally, playing up her looks and playing down her ideas, setting standards for her that are subtly different from those set for her brother, concentrating on his educational and vocational goals to the neglect of hers--in all these ways parents, often unintentionally, restrict their daughter's total growth. As she comes to accept (or resign herself to) such restrictions, she may also come to identify herself with the passive female stereotypes she meets in books, in movies and on television. She is especially likely to accept them if we, as parents, provide no more satisfactory models. And the diminished self-image that is a natural consequence of such conditioning may be permanently fixed as she is guided toward educational goals below her capabilities. The common rationale for this all-too-common practice is: "You'll marry and have children anyway."

She probably will. So do most men. And in the course of a long life she will be called upon to play many other roles. Reared according to our current attitudes and methods, how well will she be equipped to enjoy them? Will she be a well-stacked, well-deodorized expert at keeping clothes white, or will she be a fully functioning adult human being?

SUGGESTED READING LIST FOR YOUR DAUGHTER

For Preschool Readers

All Kinds of Mothers by Cecily Brownstone (David McKay)
Ann Can Fly by Fred Phleger (Random House Beginner Books)
Mommies at Work by Eve Meriam (Alfred A. Knopf)
Noisy Nancy Norris by Lou Ann Gaedderr (Doubleday)
Noisy Nancy and Nick by Lou Ann Graedderr (Doubleday)
Rosa-to-Little by Sue Felt (Doubleday)

Textbooks for Learning to Read

Bank Street Readers (Macmillan)

For 3rd- to 6th-grade Readers

Around the World with Nellie Bly by Emily Hahn (Houghton Mifflin)
Barefoot in the Grass by William H. Armstrong (Doubleday)
Island of Blue Dolphins by Scott O'Dell (Houghton Mifflin)
Harriet the Spy and The Long Secret by Louise Fitzhugh (Harper & Row)
Pippi Longstocking, and sequels by Astrid Lindgren (Viking)
Swallows and Amazons, and sequels by Arthur Ransome (Lippincott)
Veronica Ganz by Marily Sachs (Doubleday)
Shirley Chisholm by Susan Brownmiller (Doubleday)

For 7th-grade Readers and Up

The Empty Moat by Margarethe Shemin (Coward McCann)
Time of Trial by Hester Burton (World Publishers)

Somebody's Angel Child, The Story of Bessie Smith by Carman Moore (Thomas Y. Crowell)

Famous American Women by Hope Stoddard (Thomas Y. Crowell)

Books About Women's Rights for 7th-grade Readers and Up

Free But Not Equal by Bill Severn (Messner)
Lucretia Mott by Dorothy Sterling (Doubleday)
Petticoat Politics by Doris Faber (Lothrop, Lee & Shepard)

## ABOUT THE AUTHOR

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## "Dividing Your Pie"

IV. Goal: PARTICIPANTS WILL INCREASE THEIR AWARENESS OF THE INHIBITING/FACILITATING EFFECTS THAT THEIR PRESENT ATTITUDES AND BEHAVIORS HAVE ON EXISTING STEREOTYPES AND ROLE EXPECTATIONS OF BOTH MALES AND FEMALES.

B. Objective: Identify the changing roles of women and men in families and occupations.

4. Learning Strategy:

Note to Leader:

The purpose of this strategy is to allow people an opportunity to discuss issues involved in women's and men's efforts to balance personal and work lives. An important point to try to understand is that while people may make their own personal decisions, the range of possibilities is greatly restricted by the demands of institutions for "workaholics."

Instructions:

a. Explain goal and objective of activity.

b. Pass out copies of "Is the top rung only for single people?" and ask people to read it.

c. In small groups discuss implications. Suggested questions are:

(1) What was your overall reaction to the reading?

(2) Is the situation applicable to your own lives? If so, what decisions have you made and how did you make them (i.e., your reasons)?

(3) What institutional policies would have to be changed to allow a better balance of work and personal lives, including caring for children?

On number (3), leader may wish to ask the group to first brainstorm institutional policies that affect their lives, and then discuss them.

d. Summarize in large group.

Minimum Time Required: 45 minutes

Resources Needed:

Attached article: "Is the top rung only for single people?" (Goodman, 1978)
Reference: Goodman, 1978; Safilios-Rothschild, 1976.

Outcome Criterion:

Participants will write two examples of the ways in which institutional policies restrict personal choice.

## *IS THE TOP RUNG ONLY FOR SINGLE PEOPLE?*[1]

### by Ellen Goodman[2]

One day last week Ed Koch left his Greenwich Village apartment to take the M-6 bus downtown. About the same time that he was being sworn in as mayor of New York City, my friend Carol was turning down a job as a top executive of a New York corporation.

On the surface, these two events seem to be totally unrelated, except for the fact that they took place in the same city. But I don't think they are. You see, Koch is a bachelor, and my friend Carol is married and a parent, and there's a difference.

No, this isn't a story that ends with a one-line complaint from Carol: "If it hadn't been for you, I would have been a star." (Or a mayor, for that matter.) Nor is it a story of discrimination. Her husband didn't put his foot down. Her parents didn't form a circle around her shouting, "*Bad* Mother, *bad*" until she capitulated.

Carol chose. She wanted the promotion so much that she could taste it. But the job came with weekends and evenings and traveling attached, and she didn't want to miss that time with her husband and sons. She couldn't do both. Knowing that didn't make it any easier.

Carol isn't the only one I know making these decisions. Another friend refused to move up a rung on the professional ladder, because it would have meant uprooting his family and transferring his wife out of a career of her own. A third couple consciously put their careers on the back burner in order to spend time with the family they'd merged out of two previous marriages.

These were not bitter choices, but tough ones. As Carol said, it isn't possible to give overtime at work and decent time at home.

Once it was normal for a man to devote his energy entirely to his work, while his family was taken care of by his wife. Once men led the public lives and women the private lives. Now that gap is closing, and another one is growing between family people and single people. Everywhere it seems that men and women who care the most about their private lives are living them that way, while the single people have become the new upwardly mobile.

In Washington, you can see the difference. There, a 28-year-old bachelor such as White House aide David Rubinstein works more than 16 hours a day and eats vending-machine meals, while a guy like Rep. Lloyd Meeds, D-Wash., decides not to take his family through another congressional election fight and drops out. There, despite the attempts of the Carters to encourage family time, the government still runs on excess. As one observer puts it, the only way to get the work done is to be single or to have a lousy marriage.

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[1] From: Boston Globe Newspaper Co./Washington Post Writers Group, © 1978. Reprinted with permission.

[2] Ellen Goodman is a Boston Globe columnist whose columns are syndicated by the Washington Post Writers Group.

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In New York, the successful politicians (aside from Koch) now include Carol Bellamy, the single head of the city council, and Andrew Stein, the divorced borough president. The governor is a widower; the lieutenant governor is legally separated.

All around us the prototypical workaholics are single, with Ralph Nader leading the Eastern division and Jerry Brown bringing up the West. And in the U.S. Senate last year there were enough divorces to justify legal insurance.

I don't think that this is something "movements" or legislation can solve. I am reminded of the moment in the movie *The Turning Point* when Anne Bancroft and Shirley MacLaine realize that they both wanted it all. These two women hadn't chosen in their lives between work and family in the classic sense, but between workaholicism and family: between the sort of success that demands single-minded devotion to a goal and the sort of "balanced" life that includes family and work, but precludes overachieving. In the end the star was the bachelor.

The decisions they faced are the rock-bottom ones, the toughies. How do you divide the pie of your life--your own time and energy?

Today, the cast of characters is changing. It isn't only men in high-powered work lives and women at home. But the choices have remained the same. There seems to be an inherent contradiction between the commitment to become No. 1, the best, the first, and the commitment to a rich family life. A contradiction between family-first people and work-first people.

The irony is that we need decision makers who care and understand about children and private lives. And I wonder how we will find them if the room at the top becomes a bachelor pad.

## "Child-Rearing Brainstorm"

IV. Goal: INCREASE THEIR AWARENESS OF THE INHIBITING/FACILITATING EFFECTS THAT THEIR PRESENT ATTITUDES AND BEHAVIORS HAVE ON EXISTING STEREOTYPES AND ROLE EXPECTATIONS OF BOTH MALES AND FEMALES.

C. Objective: Analyze the processes and implications of socialization practices on children.

1. Learning Strategy:

Note to Leader:

An appropriate activity for a middle to late training session, this one will help participants draw connections between child-rearing practices and individual career development. Some background knowledge in career development and sex roles will make the exercise most productive.

In this strategy be sure to follow the guidelines for brainstorming in the introductory material in this packet.

The discussion of the small groups' lists of child-rearing practices may be the most productive aspect of the activity.

Instructions:

a. Explain goal and objective of strategy.

b. In small groups brainstorm two lists:

   1) Parent child-rearing practices that facilitate non-sex-typed career development.
   2) Parent child-rearing practices that promote sex-typed career development.

c. Share lists in large group.

d. Discuss problems involved in overcoming sex-typed child-rearing practices.

e. Summarize.

Minimum Time Required: 35-50 minutes

Resources Needed:

Materials: Newsprint and magic markers

Outcome Criterion:

Participants will list three examples of sex-typed child-rearing practices and three examples of non-sex-typed child-rearing practices.

P-E SR-M/H
CD-M TL-H

IV.C.2.

## "The Great Debate"

IV. Goal: PARTICIPANTS WILL INCREASE THEIR AWARENESS OF THE INHIBITING/FACILITATING EFFECTS THAT THEIR PRESENT ATTITUDES AND BEHAVIORS HAVE UPON EXISTING STEREOTYPES AND ROLE EXPECTATIONS OF BOTH MALES AND FEMALES.

C. Objective: Analyze the processes and implications of socialization practices on children.

2. Learning Strategy:

Note to Leader:

This strategy will help participants in a variety of ways: 1) clarify their opinions by verbalizing their views, 2) improve their perspective on sex-role issues by taking opposing viewpoints, and 3) develop rationales for their views that will aid them in implementing BORN FREE in their institutions.

The activity may best be used at the end of a training sequence, when participants have an adequate knowledge base in sex roles and career development for the debate. Note that the strategy deals mainly with two-parent families and would not be appropriate in groups with a high population of single-parent families.

Instructions:

a. Explain the goal and objective of the strategy.

b. Debate the following:

> "Men and women should have the option to share equally in the responsibility for care of the children."

c. Have participants choose a partner. Have the person on the left (from the leader) take a negative position and the person on the right (from the leader) take an affirmative position.

d. Instruct them to talk, continuously defending their position, listing as many reasons as they can (valid or invalid) for their positions.

e. After 5 minutes, have the partners switch positions.

f. After 5-10 minutes, stop the activity. Have participants share what they learned from the activity.

g. Other possibilities for mini-debates are:

   1) Men should be under more pressure to succeed in an occupation than women.

   2) Women and men should have the option to work when their children are young.

   3) Children should share equally in all household chores.

h. Summarize.

Minimum Time Required: 30-40 minutes

Resources Needed: None

Outcome Criterion:

Participants will list three pro and three con arguments in regard to egalitarian parenting.

## "Androgyny Test"

IV. Goal: PARTICIPANTS WILL INCREASE THEIR AWARENESS OF THE INHIBITING/FACILITATING EFFECTS THAT THEIR PRESENT ATTITUDES AND BEHAVIORS HAVE UPON EXISTING STEREOTYPES AND ROLE EXPECTATIONS OF BOTH MALES AND FEMALES.

D. Objective: Examine the broad range of behaviors available for individuals in our society.

1. Learning Strategy:

Note to Leader:

The concept of androgyny (the idea that each person has both masculine and feminine characteristics within) is very important to an understanding of sex roles. This activity will enable participants to read and discuss the topic. In addition, the personal application of the concept through the "Androgyny Test" will help them clarify and internalize their understanding. This activity may best be used in the middle or end of a training sequence where the trust level is moderately high in the group. Androgyny, often misunderstood in its implications, can be highly threatening to some participants. Full discussion of the exercise is important.

Instructions:

a. Explain goal and objective of strategy.

b. Have participants complete worksheet ("Describe Yourself") in attached article, "Society's Influence on Sex-Role Development."

c. Hand out scoring directions and allow time for self-scoring.

d. In a large group, discuss what participants learned about themselves as a result of completing the test.

   1) Do they see themselves as masculine or feminine or a combination?
   2) What implications does androgyny have for their future career development (including lifestyle considerations)?
   3) What are their reactions to the test?
   4) Would they like to change the way they scored on the test? How?
   5) What are the implications for their students?
   6) What societal changes (including their institutions) would be needed?

e. Have participants read "Androgyny vs. the Tight Little Lives of Fluffy Women and Chesty Men."

f. Ask participants to discuss and react to the article.

g. Summarize.

Minimum Time Required: 1 hour

## Resources Needed:

Materials: Worksheet and scoring directions in "Society's Influence on Sex-Role Development."
Attached article: "Androgyny vs. the tight little lives of fluffy women and chesty men" (Bem, 1975)
Reference: Birk, 1976.

## Outcome Criterion:

Participants will complete, score, and discuss the implications of androgyny test for themselves in their journals.

## *SOCIETY'S INFLUENCE ON SEX-ROLE DEVELOPMENT**

Before we begin the discussion on the development of sex roles, we would like you to complete the following rating scale. The scale measures the extent to which you think certain characteristics are true of you. We will then be able to use that information in the discussion that follows.

On the following page, you will be shown a large number of personality characteristics. We would like you to use those characteristics in order to describe yourself. That is, we would like you to indicate, on a scale from 1 to 7, how true these various characteristics are to you. Please do not leave any characteristics unmarked.

Example: Sly

Mark "1" if it is NEVER OR ALMOST NEVER TRUE that you are sly.
Mark "2" if it is USUALLY NOT TRUE that you are sly.
Mark "3" if it is SOMETIMES BUT INFREQUENTLY TRUE that you are sly.
Mark "4" if it is OCCASIONALLY TRUE that you are sly.
Mark "5" if is is OFTEN TRUE that you are sly.
Mark "6" if it is USUALLY TRUE that you are sly.
Mark "7" if it is ALWAYS OR ALMOST ALWAYS TRUE that you are sly.

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*Birk, J. M. Providing life/career planning for women and girls. Washington: National Consortium on Competency-Based Staff Development, in cooperation with American Institutes for Research, Washington, D.C., U.S.O.E., 1976, 5-9. Permission to reprint granted by Birk.

## *DESCRIBE YOURSELF*

| 1. | 2. | 3. | 4. | 5. | 6. | 7. |
|---|---|---|---|---|---|---|
| NEVER OR ALMOST NEVER TRUE | USUALLY NOT TRUE | SOMETIMES BUT INFREQUENTLY TRUE | OCCASIONALLY TRUE | OFTEN TRUE | USUALLY TRUE | ALWAYS OR ALMOST ALWAYS TRUE |

Self-reliant
Yielding
Helpful
Defends own beliefs
Cheerful
Moody
Independent
Shy
Conscientious
Athletic
Affectionate
Theatrical
Assertive
Flatterable
Happy
Strong personality
Loyal
Unpredictable
Forceful
Feminine
Reliable

Analytical
Sympathetic
Jealous
Has leadership abilities
Sensitive to the needs of others
Truthful
Willing to take risks
Understanding
Secretive
Makes decisions easily
Compassionate
Sincere
Self-sufficient
Eager to soothe hurt feelings
Conceited
Dominant
Soft-spoken
Likable

Masculine
Warm
Solemn
Willing to take a stand
Tender
Friendly
Aggressive
Gullible
Inefficient
Acts as a leader
Childlike
Adaptable
Individualistic
Does not use harsh language
Unsystematic
Competitive
Loves children
Tactful
Ambitious
Gentle
Conventional

## Directions for Scoring

1. Starting with the first descriptor, "self-reliant," and continuing to the last, "conventional," precede each descriptor with either an M (standing for masculine), an F (standing for feminine) or an N (standing for neuter). Continue in that fashion, that is, M,F,N,M,F,N...
2. For all adjectives that are masculine (that is, "self-reliant" and every third adjective thereafter), add your rating, then divide by 20 to get the average masculine score.
3. For the feminine adjectives (that is, "yielding" and every third adjective thereafter), add your ratings, then divide by 20 to get the average feminine score.
4. Subtract the mean masculine score from the mean feminine score. The difference is your Androgyny score. Feminine Score-Masculine Score = Androgyny.
5. Minus scores are representative of masculine-typed persons and plus scores are representative of feminine-typed persons. Scores within the range of -1 to +1 are representative of androgynous types.

## Androgyny - An Explanation

The rating scale you just completed and scored is the Bem Sex-Role Inventory (Bem, 1974). It is a measure of the construct, Androgyny. By looking at ourselves in terms of how androgynous we are or not, we are able to see the extent that our behaviors and personality characteristics are, according to society's stereotypes, either "feminine" or "masculine."

What does it mean to be androgynous? If you are androgynous, then you are someone who has access to the full range of behavioral and emotional responses, and who freely can choose a response based on its appropriateness to the situation. An individual who is masculine-typed is mainly characterized by traits which society has labeled "masculine." Such a person would find it difficult to display a "feminine" trait, such as compassion, even when the situation would appropriately elicit compassion. Likewise, a person who is feminine-typed would find it difficult to demonstrate a "masculine" trait, such as assertiveness, even when the situation would appropriately elicit that response. The androgynous person, on the other hand, is not typed one way or the other. The androgynous person possesses the full range of potential qualities, from masculine to feminine. Such a person, then, can respond to a situation based on what is appropriate, and is not limited by one sex-typed set of characteristics or the other.

Society has not made it easy for individuals to develop a broad range of characteristics. On the contrary, if you are a woman you have been reinforced for developing the "feminine" characteristics, and if you have been man you have been reinforced throughout life for showing the "masculine" traits. The advantages of being androgynous are clear:

1) If you are a woman, you are comfortable with your feminine identity; you possess such characteristics as tenderness, affection, and nurturance, but you also possess and are able to demonstrate assertiveness, dominance, and other "masculine" traits when the situation calls for them.
2) If you are a man, you are comfortable with being a man; you possess the characteristics that are socially reinforcing for men, such as leadership, competitiveness, and independence, but you are also comfortable with showing warmth, dependence and other "feminine" traits when the situation calls for them.

In relationship to careers, the individual who possesses a broad range of personality characteristics is most likely to consider a wide array of careers when faced with career decision making. Since the androgynous person isn't restricted to behaviors and roles traditional for his or her sex, career decisions would most likely be made on the basis of interest, skills, values, and potential rather than on stereotypic expectations. (See Bem, 1975 for a more complete discussion of the concept of Androgyny.)

# *ANDROGYNY VS. THE TIGHT LITTLE LIVES OF FLUFFY WOMEN AND CHESTY MEN*[1]

by Sandra Lipsitz Bem

In American society, men are supposed to be masculine, and women are supposed to be feminine, and neither sex is supposed to be much like the other. If men are independent, tough and assertive, women should be dependent, sweet and retiring. A womanly woman may be tender and nurturant, but no manly man may be so.

For years we have taken these polar opposites as evidence of psychological health. Even our psychological tests of masculinity and femininity reflect this bias: a person scores as either masculine or feminine, but the tests do not allow a person to say that he or she is both.

I have come to believe that we need a new standard of psychological health for the sexes, one that removes the burden of stereotype and allows people to feel free to express the best traits of men and women. As many feminists have argued, freeing people from rigid sex roles and allowing them to be androgynous (from "andro," male, and "gyne," female) should make them more flexible in meeting new situations, and less restricted in what they can do and how they can express themselves.

In fact, there is already considerable evidence that traditional sex typing is unhealthy. For example, high femininity in females consistently correlates with high anxiety, low self-esteem, and low self-acceptance. And although high masculinity in males has been related to better psychological adjustment during adolescence, it is often accompanied during adulthood by high anxiety, high neuroticism, and low self-acceptance. Further, greater intellectual development has quite consistently correlated with cross-sex typing (masculinity in girls, femininity in boys). Boys who are strongly masculine and girls who are strongly feminine tend to have lower overall intelligence, lower spatial ability, and show lower creativity.

In addition, it seems to me that traditional sex typing necessarily restricts behavior. Because people learn, during their formative years, to suppress any behavior that might be considered undesirable or inappropriate for their sex, men are afraid to do "women's work," and women are afraid to enter "man's world." Men are reluctant to be gentle, and women to be assertive. In contrast, androgynous people are not limited by labels. They are able to do whatever they want, both in their behavior and their feelings.

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[1] From: Reprinted from Psychology Today Magazine, September 1975, pp. 58-62. © 1975, Ziff-Davis Publishing Company. Permission granted.

## A MEASURE OF ANDROGYNY

I decided to study this question, to see whether sex-typed people really were more restricted and androgynous people more adaptable. Because I needed a way to measure how masculine, feminine, or androgynous a person was, I developed the Bem Sex Role Inventory (BSRI), which consists of a list of 60 personality characteristics: 20 traditionally masculine (ambitious, self-reliant, independent, assertive); 20 traditionally feminine (affectionate, gentle, understanding, sensitive to the needs of others); and 20 neutral (truthful, friendly, likable). I gave a list of 400 such traits to a group of undergraduates, who rated the desirability of each characteristic either "for a man" or "for a woman." I drew the final list for the BSRI from those characteristics that both males and females rated as being significantly more desirable for one sex than for the other.

The masculine, feminine and neutral characteristics appear in random order on the test, and a person indicates on a scale of one ("never or almost never true") to seven ("always or almost always true") how accurate each word is as a self-description. The difference between the total points assigned to masculine and feminine adjectives indicates the degree of a person's sex typing. If masculinity and femininity scores are approximately equal, the individual has an androgynous sex role.

My colleagues and I have given the BSRI to more than 1,500 undergraduates at Stanford University. Semester after semester, we find that about 50 percent of the students adhere to "appropriate" sex roles, about 15 percent are cross-sex typed, and about 35 percent are androgynous.

With the BSRI in hand, we were in a position to find out whether sex-typed people really were restricted and androgynous people really more adaptable. Our strategy was to measure a number of behaviors that were stereotypically either masculine or feminine. We selected these particular actions to represent the very best of what masculinity and femininity have come to stand for, and we felt that any healthy adult should be capable of them. We predicted that sex-typed people would do well only when the behavior was traditionally considered appropriate for his or her sex, whereas those who were androgynous would do well regardless of the sex-role stereotype attached to the particular action.

The masculine behaviors that we selected were independence and assertiveness. The study of independence brought students to the lab for what they thought was an experiment on humor. In fact, they were there to test conformity versus independence of judgment. Karen Rook and Robyn Stickney placed each person in a booth equipped with microphones and earphones, and showed him or her a series of cartoons that had been rated earlier for humorous quality. As a new cartoon appeared on the screen, the students heard the experimenter call on each person in turn for his or her rating. Although they believed that they were hearing each other's voices, they were in fact listening to a preprogrammed tape. To provoke the student into conformity, the tape included 36 trials during which the taped voices answered the experimenter falsely, agreeing that a particular cartoon was funny when it wasn't, or vice versa.

## THE LIMITATIONS OF FEMININITY

We predicted that feminine women would be less independent than anyone else, and we were right. They were far more likely to conform to the incorrect taped judgments than masculine men or androgynous students of either sex. Only 33 percent of the feminine women were very independent (more independent than the average of all students), compared to 70 percent of the masculine and androgynous students.

Jeffrey Wildfogel carried out a similar study to measure assertiveness. He called students on the telephone with an unreasonable request: when would they be willing to spend over two hours, without pay, to fill out a questionnaire about their reactions to various insurance policies for students? At no time did he actually ask whether the people he called would be willing to participate. He simply assumed that they would, and asked them to indicate when they would be available.

In this situation, agreeing would cost a person time, effort and inconvenience, but refusing required the student to assert his or her preferences over those of the caller. The preliminary results confirmed our expectation that feminine women would find it harder to be assertive than anyone else. When Wildfogel asked the students later how difficult it was to turn the caller down, 67 percent of the feminine women said they found it very difficult, compared to only 28 percent of the masculine men and androgynous students.

The feminine behaviors that we selected all measure the extent to which a person was willing to be responsible for or helpful toward another living creature. We expected that this time the masculine men would be at a disadvantage.

In the first study, Jenny Jacobs measured how responsive people were toward a six-week-old kitten. When students came to the lab, Jacobs explained that she wanted to see how different activities would affect their moods. Actually, we wanted only to determine their reaction to the kitten. For one of the activities, therefore, we put a kitten into the room and asked the student to respond to it in any way he or she wished. We simply recorded how often the student touched or petted the kitten. Later on in the experiment, we gave each person the opportunity to do anything in the lab room that he or she wanted: play with the kitten, read magazines, work puzzles, play with a three-dimensional tilting maze, or whatever. This time we measured how much the students played with the kitten when they didn't have to.

As expected, the masculine men were less playful than anyone else. Only nine percent of them showed a high level of playfulness with the kitten, compared to 52 percent of all other students. But there was an unexpected result: the androgynous women played with the kitten more often than feminine women, who are presumably so fond of small, cuddly things, 64 percent to 36 percent.

## MACHO MALES AND CUDDLY BABIES

We conducted two further tests--this time with human beings instead of kittens. Carol Watson and Bart Astor measured how responsible people would be toward a six-month-old baby. The students thought the study was about babies' reactions to strangers, but actually we observed the students' reactions to the baby. We left each person alone with the infant for 10 minutes while the experimenter and one of the baby's parents watched from a one-way mirror. We recorded what each person did, such as how often he or she talked to the baby, smiled at it, or picked it up. Once again, the masculine men were the least likely to play much with the baby. Only 21 percent of them were highly responsive, compared to half of all the other students. And this time the feminine women did respond warmly, but no more than the androgynous women.

The last experiment, conducted by Wendy Martyna and Dorothy Ginsberg, explored people's reactions to a person with emotional problems. The students came to the lab in pairs for what they thought was a study of acquaintance, and they drew lots so that one would be a "talker" and the other a "listener." In fact, the talker was our confederate who delivered a memorized script of personal problems. The listener was allowed to ask questions or to make comments, but never to shift the focus of the conversation away from the talker. We recorded the listener's reactions, such as how often he or she nodded and made sympathetic comments, and later we asked each listener how concerned he or she felt about the talker's problems.

Again, the masculine men were the least responsive; only 14 percent of them were above average in reacting sympathetically or in showing concern, compared to 60 percent of the other students. And the feminine women reacted most strongly to the talker, showing more concern than even the androgynous women.

The pattern of results for these five experiments suggests that rigid sex roles can seriously restrict behavior. This is especially the case for men. The masculine men did masculine things very well, but they did not do feminine things. They were independent and assertive when they needed to be, but they weren't responsive to the kitten, or the baby, or to a person in need. In other words, they lacked the ability to express warmth, playfulness and concern, important human--if traditionally feminine--traits.

Similarly, the feminine women were restricted in their ability to express masculine characteristics. They did feminine things--played with the baby, responded with concern and support for the troubled talker--but they weren't independent in judgment or assertive of their own preferences. And for some reason, they didn't respond to the kitten; perhaps feminine women also are afraid of animals.

In contrast, the androgynous men and women did just about everything. They could be independent and assertive when they needed to be, and warm and responsive in appropriate situations. It didn't matter, in other words, whether a behavior was stereotypically masculine or feminine; they did equally well on both.

## THE RIGID BARS OF SEX ROLES

In order to find out whether sex-typed people actually avoid opposite-sex behavior, Ellen Lenney and I designed a study in which people could choose an action to perform for pay. We said that we were going to photograph them for a later study, and that we didn't care at all how well they did each activity. In fact, we gave them only one minute for each performance, long enough for a convincing photo, but not long enough for them to complete the task.

Then we gave the students 30 pairs of activities, and asked them to select one from each pair to act out for pay. Some of these pairs pitted masculine activities against feminine ones (oiling a hinge versus preparing a baby bottle); some pitted feminine against neutral (winding yarn into a ball versus sorting newspapers by geographical area); and some pitted masculine against neutral (nailing boards together versus peeling an orange).

We predicted that masculine men and feminine women would consistently avoid the activity that was inappropriate for their sex, even though it always paid more. We were right. Such individuals were actually ready to lose money to avoid acting in trivial ways that are characteristic of the opposite sex. That was particularly true when the person running the experiment was a member of the opposite sex. In that case, fully 71 percent of the sex-typed students chose highly stereotyped activities compared to only 42 percent of the androgynous students.

We went one step further, because we wondered how sex-typed people would feel about themselves if they had to carry out an opposite-sex activity. We asked all the students to perform three masculine, three feminine, and three neutral activities while we photographed them, and then they indicated on a series of scales how each activity made them feel about themselves. Masculine men and feminine women felt much worse than androgynous people about doing a cross-sex task. Traditional men felt less masculine if they had to, say, prepare a baby bottle, and traditional women felt less feminine if they had to nail boards together. When the experimenter was a member of the opposite sex, sex-typed students were especially upset about acting out of role. They felt less attractive and likable, more nervous and peculiar, less masculine or feminine, and didn't particularly enjoy the experience.

## ANDROGYNY IS DESTINY

This research persuades me that traditional concepts of masculinity and femininity do restrict a person's behavior in important ways. In a modern complex society like ours, an adult has to be assertive, independent and self-reliant, but traditional femininity makes many women unable to behave in these ways. On the other hand, an adult must also be able to relate to other people, to be sensitive to their needs and concerned about their welfare, as well as to be able to depend on them for emotional support. But traditional masculinity keeps men from responding in such supposedly feminine ways.

Androgyny, in contrast, allows an individual to be both independent and tender, assertive and yielding, masculine and feminine. Thus androgyny greatly expands the range of behavior open to everyone, permitting people to cope more effectively with diverse situations. As such, I hope that androgyny will some day come to define a new and more human standard of psychological health.

## ABOUT THE AUTHOR

"I always thought I was androgynous," says Sandra Lipsitz Bem, "and I didn't like the fact that I wasn't represented anywhere on psychological tests." She finally decided to merge her political and scientific interests and find out what the consequences of traditional sex roles really were. Together with her husband Daryl, Bem has studied sex-biased job advertising, given speeches on sex roles and the changing nature of marriage, and created a model for the modern equal relationship that even having a child has not disrupted. Bem took her Ph.D. in developmental psychology from the University of Michigan, and is now an assistant professor of psychology at Stanford.

## "Are Women Persons?"

IV. Goal: PARTICIPANTS WILL INCREASE THEIR AWARENESS OF THE INHIBITING/FACILITATING EFFECTS THAT THEIR PRESENT ATTITUDES AND BEHAVIORS HAVE UPON EXISTING STEREOTYPES AND ROLE EXPECTATIONS OF BOTH MALES AND FEMALES.

D. Objective: Examine the broad range of behaviors available for individuals in our society.

2. Learning Strategy:

Note to Leader:

Studies by Broverman, et al.(1972)[1] asked mental health practitioners and college students to define a mature adult man, woman, and person. Results showed that the descriptions for a mature adult man and a mature, adult person were similar. But a mature adult woman was described as more emotional, irrational, easily excitable, less adventurous, etc.

The purpose of this strategy is to have participants discover the impact of sex-role socialization on how women and men are perceived by doing a quick study patterned on Broverman's. Note, though, that for a number of reasons, participants may not attain the same results from doing the study. Be ready to discuss possible reasons for this. It could be because the people in the study somehow knew what the purpose was. Or it could be because there is a "new catechism" operating, i.e., that some people have picked up the rhetoric and superficial aspects of equality for women and men, but their beliefs and behaviors haven't really changed. The possibility of success in picking up underlying sex biases in these instances is limited. However, the discussion about these reasons can provide needed insight into the change process.

Prior to workshop, ask participants to conduct studies at their institutions. (See "Guidelines for Conducting Study," attached.) This can be done with a class, advising staff, counselors, department personnel, parent groups, etc. Participants bring their data to the workshop.

Instructions:

a. Explain goal and objective of strategy.

b. Participants bring data they have collected. Then collate characteristics for each list (person, woman, man) by making three columns (on the board or on newsprint) with the headings: "person," "woman," "man." Have participants share characteristics from their lists.

c. Discuss in large group: Are "woman" and "person" similar or different? "Man" and "person"? "Women" and "man"?

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[1] Although Broverman has not found significant differences across race, it should be noted that others have and one should be aware of possible differences in feminine/masculine stereotypes across race, age, class, and religious groups.

d. Break into small groups and discuss:

1) If differences appeared:
How does this affect your own career development?

2) If no differences appeared:
Is there a "new catechism" operating, or have people's beliefs about women and men changed? Do you feel any pressure, from yourself or others, to be feminine or masculine? If there is a "new catechism" operating, what implications does that have for your job? Have you felt this dynamic in your own life?

e. A variation of the exercise:

Instead of the external study, participants themselves experience it in small groups. Without telling them the purpose, break into three groups and give each group one of the lists to do. Then proceed with "a" through "d" above.

f. Summarize in large group.

Minimum Time Required: 35 minutes during session. More time prior to workshop to conduct study.

Resources Needed:

Handout: "Guidelines for Conducting Study," to give to participants prior to workshop for their use in conducting their studies
Reference: Broverman, Vogel, Broverman, Clarkson, and Rosenkrantz (1972)

Outcome Criterion:

Participants will write a short essay summarizing data from their own institution and analyzing the effects of femininity-masculinity pressures on their own career development.

## *GUIDELINES FOR CONDUCTING STUDY*

Studies by Broverman et al. (1972) asked mental health practitioners and college students to define a mature adult man, woman, and person. Results showed that the descriptions for a mature adult man and a mature adult person were similar. But a mature adult woman was described as more emotional, irrational, easily excitable, less adventurous, etc.

You will not be trying to redo the study (though the Broverman et al. method and instruments will not be used). Select a group--a class, group of advisers, counselors--preferably from your own educational institution. Then put each of the three statements below on a separate ditto and make copies for your group (or perhaps the workshop leader will have this done for you). The statements are:

Sheet #1: Please write down all the characteristics (nouns or adjectives) that describe a mature adult person.

Sheet #2: Please write down all the characteristics (nouns or adjectives) that describe a mature adult woman.

Sheet #3: Please write down all the characteristics (nouns or adjectives) that describe a mature adult man.

Pass out only one of the statements to each person in your study. (Be sure that equal amounts of each sheet of the three sheets are passed out to the total group.) Explain that you are in a workshop that includes a look at psychological development and you want their perceptions of mature adult persons. Do not explain any further and do not use the words "women" and "men."

Collect the sheets and tabulate the results so that you will be ready to share them during the workshop.

Note: You may also wish to share your results (and the workshop results) with the group(s) who participated in your study.

E SR-H
CD-L TL-H

IV.D.3.

## "The Androgynous Personality"

IV. Goal: PARTICIPANTS WILL INCREASE THEIR AWARENESS OF THE INHIBITING/FACILITATING EFFECTS THAT THEIR PRESENT ATTITUDES AND BEHAVIORS HAVE UPON EXISTING STEREOTYPES AND ROLE EXPECTATIONS OF BOTH MALES AND FEMALES.

D. Objective: Examine the broad range of behaviors available for individuals in our society.

3. Learning Strategy:

Note to Leader:

Some of the sex-role literature suggests that there are three stages of sex-role development: 1) undifferentiated, 2) polarized, and 3) sex-role transcendent. The polarized masculine/feminine is probably the stage to which most of us are exposed through our socialization. Recently the concept of androgyny, which probably could be categorized between polarization and transcendence, has been gaining acceptance. It assumes that each person has both masculine and feminine characteristics within her/him which allow for fuller personal development and a wider range of behaviors. Sex-role transcenders refuse to be bound by tradition or prescribed roles and engage in behaviors based on their own uniqueness, talents, and preferences. It is suggested that both sex-role transcenders and androgynous people have the opportunity to be free to experience fuller lives. Discussion of these sex-role stages can help clarify questions of sex roles and enhance understanding of gender identity and sex-role identity. Leader should read Bem (1975) before leading this strategy. Any person who prefers not to participate has the right to do so.

Instructions:

a. Explain the concept of androgyny as defined by Bem.

b. Have participants draw on a sheet of paper or a 4" x 6" card symbols depicting some part or characteristic of their own personality often associated with the other sex. For example, a woman with high achievement needs might picture a ladder showing how she has a lot of achievement motivation and drive typically associated with men.

c. Have participants engage in free milling around the room, sharing their own androgynous traits with as many individuals (one at a time) as possible, and also their feelings about them. If preferred, participants may join in groups of three or four to do their sharing.

d. Discuss in large groups what participants learned and felt during the activity. (Could use questions in IV.D.1.)

e. Summarize.

Minimum Time Required: 5 minutes to draw symbol
20 minutes to mill and share
5 minutes to process

**Resources Needed:**

Attached Article: (See Bem article in IV.D.1.)
Reference: Bem (1975)

**Outcome Criterion:**

Participants will list two awarenesses they gained from this strategy.

## *I AM A TOMBOY*[1]

It feels funny to be a girl because I am a tomboy and I don't like to wear dresses to school. I like to wear pants and pick on boys. At recess I go on the top of the playground and roll down hills. I like to play basketball and football. I don't like to jump rope and all that other sissy stuff. That's what I think of being a tomboy.

It's great!

--Yvonne Pierce, 10, F.
Lincoln, Nebraska

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[1] From: Larrick, N., and Merriam, E. Male and female under 18. New York: Avon Books, 1973.

## Goal V

(FOR PARENTS) PARTICIPANTS WILL DEVELOP STRATEGIES FOR MAKING CONSTRUCTIVE CHANGES IN HOME EDUCATIONAL INSTITUTIONS.

A. Analyze the power structure in their home institutions.

    1. Power Structure

B. Identify possible points of intervention in their home institutions.

    1. Contact Map

C. Identify various change strategies and analyze applicability to their home situation.

    1. Strategies for Action

## "Power Structure"

V. Goal: (FOR PARENTS) PARTICIPANTS WILL DEVELOP STRATEGIES FOR MAKING CONSTRUCTIVE CHANGES IN HOME EDUCATIONAL INSTITUTIONS.

A. Objective: Analyze the power structure in their home institution.

1. Learning Strategy:

Note to Leader:

It is often difficult for some participants - particularly parents - to understand the power structure in their school system because of a lack of experience. The attached article will help them become aware of a "typical" educational system.

Knowledge of the educational system is a prerequisite for anyone wishing to initiate change in that system. Be sure to attend to individual differences in school systems that deviate from the framework presented.

Be sure to emphasize where and how the power structure can be affected to initiate change. This is a good introductory strategy for work in the change process.

Instructions:

a. Explain goal and objective of strategy.

b. Have participants read "The Power Structure" (or present the content of the article to the group).

c. Discuss in small groups, by school or school district (selecting someone to record):

1) In what ways is your power structure similar?
2) In what ways is it different?
3) What other factors might you take into account regarding the power structure?
4) In what ways can the power structure be affected?

Note: Question number 4 is designed to examine sources of power and influence in the community that are factors in changing the school, e.g., powerful persons, powerful groups, laws, and regulations. Also look at state and national factors.

d. Report to large group.

e. Summarize.

Minimum Time Required: 1 1/2 hours

**Resources Needed:**

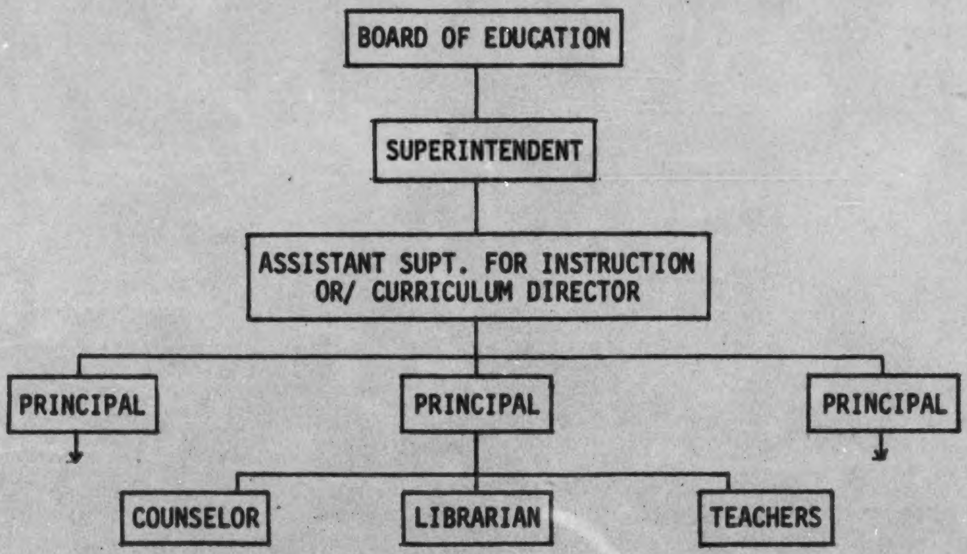
Materials: Newsprint, magic markers
Handout: "The Power Structure" (Rothchild, 1973)

**Outcome Criterion:**

Participants will have been able to analyze their own institutions.

## *THE POWER STRUCTURE*[1]

Although school districts vary considerably in size and are governed under the theory of local control, they are remarkably similar in structure. An organization chart for most school systems looks like this:


BOARD OF EDUCATION
SUPERINTENDENT
ASSISTANT SUPT. FOR INSTRUCTION OR/ CURRICULUM DIRECTOR
PRINCIPAL
PRINCIPAL
PRINCIPAL
COUNSELOR
LIBRARIAN
TEACHERS

The only variation you are likely to find is in positions such as assistant superintendents, coordinators, or consultants. Sometimes these are line jobs (as shown) and sometimes their position in the hierarchy is unclear. The larger the school district, the more likely you are to find these miscellaneous personnel. They go by such names as Assistant Superintendent, Director of Curriculum, Director of Secondary Education, or Coordinator of Curriculum.

The problem, therefore, with dealing with a large district is that you are more likely to get a bureaucratic runaround than in a small district where job responsibilities are clearly defined. On the other hand, the advantage of a large district is that you are more likely to find allies on the "inside."

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[1] From: Sexism in schools: A handbook for action. 1973, pp. 3-20. Permission to reprint granted by Nina Rothchild, author.

It is usually more effective to work together with people rather than against them. Do not place yourself in an adversary relationship with the schools or you may actually hinder what you are trying to accomplish. As you attempt to learn about the structure of your district, try to identify those within the system who are already sensitive to sex bias or those who can be won over to your view with a cooperative approach.

> HOMEWORK: Get a copy of your district or school handbook (if available) and find out the nature of your district's organization and the names of the persons you will be dealing with. If a handbook is not available, ask at your district office for a list of the professional personnel. Your district office may be called either district office, superintendent's office, or central administration, and is listed in the phone book either under its name or under "I" for Independent School District. If you find you have trouble getting the things you need, speak to the Superintendent's secretary. She usually knows everything.
>
> (NOTE: Some local chapters of the League of Women Voters have made studies of their schools and could be a source of structural information. Call your local League to see if they have such a study available.)

## BOARD OF EDUCATION

The school board consists of six or seven persons who are elected on a staggered basis each May for three-year terms. In Minnesota most school board members are male, but many boards contain at least one woman and occasionally you will find two women on the board. The board's job is to set overall policy for the school, but in reality they have little control over what goes on in the classroom. They are essentially unpaid, very part-time persons who hire "professionals" to oversee the educational program. They think of the administration as "our team" -- you will find sports terminology rampant in the public schools -- and will never publicly undermine the superintendent and administration. Boards ask for, and usually follow, recommendations from the administration. The real decision making, therefore, is done by those who are full-time, on-the-job, in-the-schools.

In spite of this, however, it is usually worthwhile and necessary to communicate with board members for the following reasons: (1) The board has power over those who do make decisions. If you're willing to go to the top of the hierarchy, the administration knows you are serious; (2) The board is made up of elected officials, and must therefore appear to pay attention to their constituents. All professional personnel in the schools have tenure, and are less likely to be responsive to the public; (3) All policy and budget changes must be approved by the board, so sooner or later the board will vote on issues which concern you; (4) You can often find out something you want to know more quickly and easily by asking a board member to find out for you. A board member has more "clout" with school personnel than does a private citizen.

In dealing with the board, remember that a board member has no real authority or power as an individual. A majority vote of the board is necessary for any action to be taken. The most effective way to influence the board, therefore, is to send any communications in writing to all members of the board. In addition, if the issue is a publicly popular one, present it at a public meeting. Don't count on just one member of the board "carrying the ball" for you.

> HOMEWORK 1: Know the names, addresses, phone numbers, and term of office of each board member. Know the meeting time and place for board meetings. Attend several board meetings to get a feeling for what your board is like. If you sense that one of the board might be sympathetic to your point of view, call her/him and ask if she/he is aware or concerned about sex bias in the schools. Having an ally on the board is well worth the trouble of trying to find one.
>
> HOMEWORK 2: Get involved in school board elections. Raise your questions of candidates, support candidates who support your view, or field your own candidate.

## SUPERINTENDENT

The superintendent is the top man[1] in the school system and wields an enormous amount of power. He is held responsible for the entire school program, personnel, budget, finances, public relations, etc. So, while the board may set general policy, in fact most major decisions are made by the superintendent after consulting with his administrative team. This is particularly true when money is involved.

Beyond the decision-making power, however, is the power he holds over his staff by virtue of being the "boss." It is therefore important that you know something about your superintendent and whether to expect support or resistance from him. If a superintendent is really serious about something, chances are it will get done, although this is less true in a large district where layers of bureaucracy filter out his influence before it reaches the classroom.

The superintendent is a busy man with pressures from all sides: teachers, taxpayers, administrators, students, parents, and board members. His skills must be those of a mediator and general administrator and it is therefore unlikely for him to have the time to make a strong stand on sex discrimination his overriding priority. The most you can expect is a willingness to use his position to influence the board and staff. But, considering the power he holds, it is well worth trying to get him on your side.

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[1] Not a generic term. In Minnesota, all superintendents are male.

Because of his need to be neutral on controversial issues, it is best to approach him privately at first. If you find him ignoring you, you will then have to confront both him and the board at a public meeting. Superintendents are ex-officio members of the board and are always present at board meetings.

Most board meetings have an item on the agenda called "communications" or "other business," a time when the public may speak on issues not on the regular agenda. Therefore, if your superintendent ignores you in private, or if your district is so large that he doesn't have time for individual meetings, use the public meeting as a way to get his ear.

> HOMEWORK: Make an appointment with your superintendent to meet with you or, even better, a group of you. Send him some general consciousness-raising materials first. Take along the State Department of Education's policy on "Eliminating Sex Bias in the Public Schools." Ask him who has received the guidelines within the school and whether or not he has discussed it with them. Ask what your district has done to implement the guidelines and what they intend to do. If your superintendent won't meet with you, or if you get the runaround from him, say the same things to the board at a public meeting. He will be listening.

## DIRECTOR

Assistant Superintendents, Curriculum Coordinators, Directors, etc. are the educational "specialists" of the system. It is usually their responsibility to coordinate the curriculum, improve the curriculum, improve the teaching methods, and arrange in-service training for teachers. Their authority varies from system to system, but generally they have to rely on persuasion rather than power. If a coordinator is respected by teachers, he can be very effective in influencing the school program. If he is not, he has power only as a member of the administrative "team."

Since his job is more abstract than others in the schools (he doesn't have to keep 30 kids busy every day or see that the building is orderly), he will probably be willing to sit down with you and tell you something about his own responsibilities and those of others. In this way, you might find out who actually decides on a textbook series, who decides whether shop is co-ed, and so on.

Alternatively, if your director appears too busy to help you (and this often happens since directors fear they are expendable and must therefore appear busy), there is usually a school policy book available in your district office which contains job descriptions for all personnel. Thus, if you are unclear about the responsibilities of your personnel and are unable to get help from the coordinator, ask to see a copy of the school's policy book.

The advantage of having a director on your side is in the numbers. There are just too many teachers in a system for you to reach very many of them. A respected director, therefore, can have influence in many classrooms, particularly in the areas which lead to sex-stereotyping: curriculum material and teacher behavior.

(NOTE: Among directors of various types, the Athletic Director is in a class by himself. Chances are he is also head football coach and will resist you every inch of the way.)

> HOMEWORK: Make an appointment with your director after flooding him with consciousness-raising materials, studies of sex bias, book lists, etc. Curriculum directors work primarily with paper, so the more the better. When you see him, have the State Department guidelines with you. Ask him the same questions you asked the superintendent as well as asking about his own responsibilities in textbook selection, curriculum decisions, teacher in-service, etc.

## PRINCIPALS

Principals are, in theory, the educational leaders of their buildings. In reality most are too burdened with housekeeping work to have much impact on education. They spend their time keeping the building orderly, checking schedules and attendance, taking care of personnel problems, and generally doing building manager types of things. There are exceptions to this, however, and you will probably want to find out what your principal is like, again on the basis of numbers. A principal can have a great deal of impact on the general "tone" of his school and on teacher attitudes. He is the boss to most teachers since he is directly above them in the hierarchy; he is usually responsible for teacher evaluation, and he wields power accordingly.

It's not worth your time to go to all the principals in your district. They think in terms of "their" school and "their" parents, and are likely to pay attention only to persons who actually have kids in their school. Your own principal, however, will be very willing to see you because part of his job is to pacify parents.

> HOMEWORK: Make an appointment with your principal, take along whatever materials you consider appropriate, and ask him the same questions you asked the director or curriculum coordinator. Do not use this visit to make a complaint about a specific teacher unless you have already talked to her and received no satisfaction. Your time is best used to encourage the principal to think of positive ways to help all his teachers become more aware of sexist attitudes and practices. Principals tend to be pragmatic, and react more favorably to specific suggestions than to blanket criticism.

## TEACHERS

Teachers are, of course, at the heart of the educational process. If all teachers were non-sexists, this booklet would not exist. Unfortunately, however, many teachers (like many others) are not only sexists, but are totally unaware of it. Do not expect female teachers to be more aware or sympathetic than male teachers; most teachers have traditional values and consider it appropriate for boys and girls to learn their traditional sex roles in our society.

On the other hand, you have three plusses when dealing with teachers. Both the MEA and the MFT have taken positions on sex discrimination, and most teachers, if reminded of it, will not overtly go against their professional organization. Secondly, teachers who have recently taken their course in human relations[1] will have had some exposure to the topic of sexism. Thirdly, of all the personnel in the school, your child's teacher will be the most sensitive to a parent's concern.

Converting the teacher is "where it's at." If that cannot be done, nothing real is going to happen; the programs will be form without substance. Don't let your animosities toward some of the teachers you have had to deal with blind you to what some of the interesting, exciting, and dedicated teachers can do and are doing in this area. Teachers in good, creative schools are not mere functionaries; they usually have power over their textbook choice, curriculum revision, content of their particular courses, and the responsibility to make suggestions for professional workshops. A good teacher can even flourish in an inhospitable environment.

If your teacher seems totally unaware in the area of sex bias, a good strategy to use is a comparison of black-white when talking of male-female. For example, if your child's teacher uses the common and apparently harmless practice of saying, "boys over here, girls over there," you can point out that she wouldn't do the same thing with "blacks over here, whites over there."

Use your best judgment about your approach and the materials suitable for teachers since the level of awareness will vary from one to another; but just remember that the more you can document your views, the more effective you will be.

> HOMEWORK: If your children are in elementary school, they probably tell you about their life in school. Look through their books for evidences of sex bias. Visit your child's class. Although you may feel threatened by visiting your

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[1] All teachers, except those with lifetime certificates, are required to take a course in human relations before being certified or re-certified. Sexism is one component of this course.

child's teacher, make an appointment to see her. Bring consciousness-raising materials, and ask if she, too, is concerned about this issue. Be reasonable and helpful, and see if you can gain a convert.

If your children are in secondary school, they probably have many teachers. Ask your children if any of them have shown an interest in this subject. If so, get in touch with them, and offer your help. See the chapter on teacher awareness for specific suggestions for both elementary and secondary teachers.

## COUNSELORS

Counselors are responsible for advising students about their school program and about their post-high school plans. Counselors vary considerably in the way they carry out this function. At one extreme is the counselor who is primarily a record-keeper. He spends his time entering test scores on forms, straightening out schedules, routinely approving programs, and passing out college catalogues. At the other extreme is the counselor who is a true friend and advocate for the kids. . . .

## LIBRARIANS

Librarians are responsible for the libraries within their schools and in most cases have the authority to buy the books for their libraries. In a large district, a head librarian may make the final approval of the books, but generally a building librarian has a good deal of autonomy. Because of this independence from the rest of the bureaucratic structure, you are very likely to have more success with less hassle here than in other attempts to change the schools. Again it is a process of raising the awareness of the librarian and convincing her that the sex-stereotyping in children's books is harmful to kids.

In visiting your librarian you have two advantages: one is that parents seldom take any interest in library books except for the negative book-burners, so your librarian will probably welcome the attention from someone who has constructive suggestions about library books. People who respect books have a natural empathy. The second advantage is that you will have concrete proposals which are easy for her to carry out since she has to buy books anyway.

HOMEWORK: Visit your school librarian after calling ahead to find out what time is convenient for her. Take along studies showing sex-stereotyping in children's books and any other materials you think useful to raise her level of awareness. Take along book lists of children's books which have been approved by feminist organizations. Be pleasant and reasonable and positive so you will not be branded a book-burner. Do not ask her to remove books, but emphasize that you want a balance in the library.

Emphasize the cumulative effect of so many books showing girls as passive and boys as active, etc. She will be pleased that you, too, consider children's books important in developing attitudes and values. Leave the materials and lists you brought and say you'll be interested in hearing from her later about the usefulness of the lists.

## STUDENTS

Students are supposed to be what education is all about, but in reality they are practically powerless in the schools. It is worth talking to the kids, however, because only from them will you get a truly honest picture of what goes on in the schools. Your children, their friends, and your friends' children are therefore your best source of information about what really happens in your own district.

In talking to the kids you can find out such things as: Do they allow boys more sports activities than girls? Do they play boys against girls in classroom games? Do they punish boys by making them sit with the girls? Do they encourage girls to think about a career beyond motherhood and housekeeping?

Are shop and home-ec open to both boys and girls? Do the boys get to use athletic facilities more than girls? Do the counselors discourage girls with ambition? Do Family Life classes singularly glorify motherhood and the nuclear family? Do the health classes for girls talk about grooming and popularity? Does career education reinforce stereotyped roles? Do the Health movies emphasize masculine and feminine roles and behavior? Can cheerleaders ride on the same bus with the boy athletes?

HOMEWORK: Ask the kids you know some of the questions listed above plus any other questions of particular interest to you. Ask them if "women's lib" has been discussed in any of their classes. Ask them what was said. Offer to come and talk to classes about feminist issues. Publicize your liberation group if you belong to one and encourage high school girls to join. Notify the students in charge of assemblies that speakers and films are available, and offer to help set up an assembly program for them.

## "Contact Map"[1]

V. Goal: (FOR PARENTS) PARTICIPANTS WILL DEVELOP STRATEGIES FOR MAKING CONSTRUCTIVE CHANGES IN HOME EDUCATIONAL INSTITUTIONS.

B. Objective: Identify possible points of intervention in their home institution.

1. Learning Strategy:

Note to Leader:

An effective follow-up to the "Power Structure" (V.A.1.) activity, this one will help participants identify the formal and informal contacts they have in relation to the school. It will help participants with the preliminary planning of any change strategies by clarifying possible intervention points.

It would be best to present an example of a "Contact Map" and go through the exercise step-by-step, using the map as a visual aid.

Be aware that if people are grouped with others from their home institution, the contact map may become a problem. This may occur if some of them are unfavorable to the goal and are identified on the map as being unfavorable. Also, group members may be inhibited in labelling one another as unfavorable.

Instructions:

a. Explain the goal and objective of strategy.

b. Have each participant choose one goal they would like to achieve and brainstorm areas within the school where they have official, formal, and/or informal relationships.

c. Have each draw a "Contact Map" related to that goal by:

   1) Drawing solid lines connecting areas within the school where they have an official relationship. Also draw solid lines to persons, groups, and organizations outside the school.

   2) Draw broken lines for personal or informal relationships within and outside the school.

   3) Add the following symbols:

      + = favorable to their goal
      - = unfavorable to their goal
      +? = maybe
      ? = don't know

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[1] Adapted from a handout by Pat Howland.

d. In small groups, discuss:

   1) What did you learn from this?
   2) What could you do to influence the contacts toward your goal?
   3) Over what relationships do you have a lot of control?
   4) Over which ones do you have limited control (are these changeable)?
   5) For whom is your change mode (see VI.D.3., "Change Mode") more effective?
   6) Which change mode is most effective for which situation (contact relationship)?
   7) How active do you think each will be in her/his support or non-support?

e. Report to large group.

f. Summarize.

Minimum Time Required: 1 1/2 hours

Resources Needed:

Materials: Pens/pencils, paper
Reference: Howland (n.d.)

Outcome Criterion:

Participants will have been able to draw "Contact Maps" indicating their formal and informal contacts with persons, groups, and institutions/departments inside and outside the school.

## "Strategies for Action"

V. **Goal**: (FOR PARENTS) PARTICIPANTS WILL DEVELOP STRATEGIES FOR MAKING CONSTRUCTIVE CHANGES IN HOME EDUCATIONAL INSTITUTIONS.

C. **Objective**: Identify various change strategies and analyze applicability to their home situation.

1. **Learning Strategy**:

Note to Leader:

As the third activity in this change sequence, following "Power Structure" (V.A.1.) and "Contact Map" (V.B.1.), this one presents suggestions for many intervention methods in educational systems.

Try to help participants critically examine the strategies presented, apply them to their own goals, and judge their possible effectiveness in their own institutions.

If participants are from the same institutions, it may help to group them together for discussion.

Instructions:

a. Explain goal and objective of strategy.

b. Have participants read "Strategies for Action" or make a presentation on this subject area. Refer back to "The Power Structure" (V.A.1.) and "Contact Map" (V.B.1.).

c. Meet in small groups of same-institution personnel when possible. Choose someone to record and have participants discuss:

   1) How applicable are these strategies to your own school system?
   2) What other strategies could you use?
   3) How might Title IX be helpful?
   4) What other factors might you take into account?
   5) How do the various strategies fit with your preferred change mode (see VI.D.3.)?
   6) What changes regarding schools have you been involved in before? Analyze your successes and failures in light of the above.

d. Record results focusing on specific institutions, if possible.

e. Report to large group.

f. Summarize.

**Minimum Time Required**: 35 minutes

Resources Needed:

Handout: "Strategies for Action" (Rothchild, 1973)
Materials: Newsprint and magic markers

Outcome Criterion:

Participants will be able to outline three strategies for change and analyze their applicability to their own school system.

## *STRATEGIES FOR ACTION*[1]

If you have followed some of the homework guides in the first section, you probably now have a good idea about the structure and practices in your own school district, who makes which decisions about what, and how much support and resistance you can expect. But knowing this is only the first step in dealing with sexism in the schools. You will now have to think of some strategies as you try to change some of the practices and influence the personnel.

It would be nice if you could just point out some of the inequities and thereby have them changed--but it doesn't happen that way. Like all bureaucracies, schools suffer from inertia and it takes a great deal of pressure to change anything. This chapter is designed to give you an idea about what your advantages and disadvantages will be, and which strategies are likely to be successful.

### Advantages and Disadvantages

Your chief advantage in trying to change the school is that it is considered appropriate for women[2] (and mothers) to be interested in their children's education. For the most part it is the mother who comes to parent conferences or calls the principal. Men tend to limit their school activities to standing up once a year and making a pitch for fiscal responsibility--and getting elected to the school board. You are therefore playing a role sanctioned by society, and do not blow it by being hostile and taking extreme positions. The press has had a field day ridiculing "women's lib," and you can't afford to conform to this image. You want the school to think of you as a conscientious mother concerned about her children's welfare.

This brings us to your chief disadvantage, which is that women's liberation does not yet have wide public support. It is much easier to change things when everyone agrees with you. Although the feminist movement is a growing one, public attitudes on the women's movement still range mostly from indifference to what is considered a marginal issue to outright ridicule and hostility. Your biggest problem will be convincing people that sexism is a serious and important problem.

Just because your friends are liberated, don't assume the same is true of the general public. Most people, in the schools and out, are unconsciously sexist. Although you will meet agreement on such issues as equal pay for equal work, you might as well accept the fact that when you talk about such things as stereotyping and sex roles, you will be met with a blank look.

The following strategies should help you as you try to change this:

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[1] From: Rothchild, N. Sexism in schools--a handbook for action. Mahtomedi, Minn., 1973, 16-20. Permission to reprint granted by Nina Rothchild.

[2] If you are male and reading this book, welcome to the sisterhood.

## Documentation

The written word has more authority than the spoken word, so it is important to have printed materials with which to document your case. The Resource section lists materials which are appropriate for various purposes, and make sure you have enough copies to leave some with the persons you see. Always bring something in writing, even if it is only something you have written up yourself summarizing the things you planned to discuss. The human ear, particularly the male ear, has been trained to filter out the female voice; so make it hard for them to forget you were there.

In gathering written materials, try to get documentation on sexism in your own school to add to the general studies. See the Resource section for samples of this kind of information. You do not want them to be able to say, "This may be generally true, but not here." The people in your own school have little control over things outside their district (such as State High School League rules) so you want to give them information about things they can change.

## Focus

Although there are many school practices you may want to change, it is best to decide on one issue, one with a good probability of success, and focus your attention on it. Otherwise the issues will get confused, opposition and resistance will be multiplied, and your energies dissipated. This does not mean, for example, that you should wait until the schools spend the same amount on girls' athletics as they do on boys before you raise another issue; but you should be aware that you will accomplish little if you go off in all directions at once.

## Numbers

The school will always pay more attention to a number of parents than to an individual. Most people tend to gripe privately about the schools, but surprisingly few ever even pick up the phone to call a board member, a principal, or a teacher. Therefore, five mothers can seem like a mob. If you belong to a liberation group, you already have your built-in crowd. If not, it will help to have allies in your community. Try contacting your local chapter of N.O.W., the Minnesota Women's Political Caucus, either the DFL or GOP feminist caucuses, or the League of Women Voters for the names of persons in your community who might be interested in this issue. You could also sound out those who have been active in civil and human rights organizations in your area.

If there is someone on your school board who is sympathetic to your cause, she or he may know of others in the community who share your views. If all this fails, try some consciousness-raising among your friends and neighbors or by helping to arrange for a PTA program about sexism. And if you are still alone, go ahead anyway; it is better for one person to act rather than none.

## The Press

Although your views are not popularly accepted ones, you can expect fair treatment from the local press. Most small town and suburban newspapers are heavily staffed with women who are underpaid, overworked, and hungry for local news. There's even a good chance you will find an ally among them, particularly if you are helpful about providing the facts and figures for them. Use the press only for cases of outright discrimination, such as the athletic budget, differential in pay between men and women, and other cases where hard numbers are on your side. "Sex-role stereotyping" is too abstract an issue to expect good press from it.

You will find you are safer in dealing with the press if you write the press releases yourself, as is common in politics and business. By giving reporters written material you are assured that the statistics at least are accurately published. This is an important step in avoiding diversionary confrontations over whether or not the "press reports" were accurate.

In addition to straight news stories, the letters to the editor section provides a good way to get publicity. You can write either as an individual or as a representative of your organization. Small town papers, particularly, like getting letters from their readers, and will almost always print them. See the Resource section for sample press releases and letters to the editor.

## Persistence

The normal bureaucratic reaction to any issue is to ignore it in the hope that it will go away. Therefore you must be prepared to be persistent. Do not think that if you have finally documented an athletic budget of $40,000 for boys and $2,000 for girls that anyone within the school will automatically change it. You must make it clear to the school authorities that you consider this a serious issue and you will not go away until something is done about it. Sometimes the schools will do something just to get someone off their backs. You will also be more effective if you have specific and realistic proposals for change. It is much harder to fight someone who is for something than someone who is just against something without solutions to the problem.

While making it clear that you intend to be persistent, do not be tricked into losing your cool. The schools have devised a neat system for dealing with concerned parents: they just ignore them until the parents become frustrated and rude and angry. Then the school can write them off as "kooks" and "rednecks" and go on with business as usual. Do not fall into this trap.

## Your Rights

Always remember that the schools belong to the people--and that means you, not the staff and administration. They use your money to educate your children, and you have a right to know what is going on in them. School board meetings, by law, must be open to the public. School budgets, by law, are open to you. The school buildings are public property and you have a right to be there. School personnel are public employees paid by your taxes.

Schools say they welcome visitors, but in reality they turn out to be structured to make you feel uncomfortable when you visit. Similarly, they may treat you like an interloper when you are trying to get budget figures. But do not let this put you off--insist on your right to know. If necessary, fight for that right in public and in the press. You are on the popular side on the issue of the public's right to know.

## Goal VI

(FOR PARENTS AND EDUCATORS) PARTICIPANTS WILL DEVELOP STRATEGIES FOR MAKING CONSTRUCTIVE CHANGES IN THEIR HOME EDUCATIONAL INSTITUTIONS.

A. Identify a rationale for change and the advantages likely to accrue when institutions shift to programs which are liberating for both women and men.

   1. Truth and Consequences
   2. Why Change? (Videotape)
   3. Legal Considerations
   4. Institutional Analysis

B. Analyze significant factors which affect change in their home institution.

   1. Looking at Change
   2. Building Support Systems

C. Analyze the practices, policies, and procedures of their own institution regarding career-related sex-role stereotyping.

   1. How to Be a Process Helper
   2. Force-Field Analysis
   3. Inhibitors and Facilitators of Change

D. Assess and analyze their own change-agent skills and style.

   1. Making a Decision
   2. Group Roles
   3. Change Mode

E. Apply assertiveness skills to being a change agent in their own institution.

   1. Assertiveness
   2. Situational Assertiveness

F. Become aware of the range of strategies available and make a commitment to preferred ones.

    1. Change Strategy Brainstorm
    2. Commitment to Change Strategies

G. Develop a systematic plan for both the content and process of change in their home institution.

    1. Change Process: Small Is Beautiful
    2. Creating an Implementation Plan

H. Apply assertiveness skills to being a change agent in their own institution.

    1. Resource Brainstorming
    2. Interventions

P-E SR-M/H
CD-M/H TL-M/H

VI.A.1.

## "Truth and Consequences"

VI. Goal: (FOR PARENTS AND EDUCATORS) PARTICIPANTS WILL DEVELOP STRATEGIES FOR MAKING CONSTRUCTIVE CHANGES IN THEIR HOME EDUCATIONAL INSTITUTIONS.

A. Objective: Identify a rationale for change and the advantages likely to accrue when institutions shift to programs which are liberating for both women and men.

1. Learning Strategy:

Note to Leader:

In this section there are numerous strategies for helping educators and parents bring about change in their own institutions. For documentation and analysis of change process strategies used in fourteen Project BORN FREE institutions, readers are referred to Evaluating Change Process in BORN FREE Educational Institutions, 1976-77, (Keierleber and Hansen, 1978). The report contains a wealth of material on change process directly relevant to changes in sex-role stereotyping.

In order for individuals to feel a commitment to change in a system, they must acknowledge how they and/or the system will benefit from the change. This is especially critical in the area of career-related sex-role stereotyping. Some participants, particularly men, do not see the benefits of opening up career options for men and women. By having participants discuss the benefits in these four areas--education, women, men, and society--some participants may realize the advantages in changing the system.

Illustrating the strategy with the examples presented may facilitate the generation of lists.

Instructions:

a. Explain goal and objective of strategy.

b. Break into small groups. Draw up lists of advantages for four categories in which a shift from sex stereotyping in education and career expectations for women and men will have positive benefits. These areas are: educational institutions, women, men, and society in general.

c. Report selected lists to large group.

d. Summarize.

Alternative Strategy: The above could be done if there was ample time and it seemed worthwhile for the particular group. But the following exercise will probably be more feasible for most workshops.

Instructions:

a. Explain goal and objective of strategy.

b. Break into small groups, each group taking one of the four areas to explore.

c. Report lists to large group. Others add to lists.

d. Summarize.

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Note: Examples of the following advantages may help participants generate lists:

Better utilization of the nation's talents
More stable marriages (fewer people will marry because of social pressures, economic benefits, etc.)
Increased personal flexibility
Men will be able to be fathers, rather than peripheral male shadows in the home
Women will be able to use their abilities outside the home
Men will be able to show tender emotions and admit weaknesses
Women choosing nontraditional occupational areas will not be viewed as deviants and put down for it
Society will have a better balance of competition and cooperation

Obviously, what people will identify as advantages will depend on the perspective they hold. For example, if they believe polarized sex roles lead to a more competitive, aggressive society, they may see elimination of sex roles leading to a more balanced society. If, however, they value the present competitiveness, then this result will not be seen as an advantage.

Minimum Time Required: 1 hour

Resources Needed:

Materials: Sheets of newsprint, markers (optional)

Outcome Criterion:

Participants will list two examples of advantages in eliminating sex bias for each of the following areas: educational institutions. women in general, men in general, and society in general.

P/E TL-M
CD-M SR-M

VI.A.2.

## "Why Change? (Videotape)

VI. Goal: (FOR PARENTS AND EDUCATORS) PARTICIPANTS WILL DEVELOP STRATEGIES FOR MAKING CONSTRUCTIVE CHANGES IN THEIR HOME EDUCATIONAL INSTITUTIONS.

A. Objective: Identify a rationale for change and the advantages likely to accrue when institutions shift to programs which are liberating for both women and men.

2. Learning Strategy:

Note to Leader:

Some parts of this tape may be threatening. Leader should read Video Viewers' Guide No. 9 and review videotape No. 9, "Why Change?" prior to using this strategy. It presents both female (Sunny Hansen) and male (Warren Farrell) perspectives on the changing roles of women and men. Essentially it provides a rationale and arguments for helping people deal with the reality of change which is already occurring. Workshop leaders should be sensitive to the level of awareness of the audience and readiness to deal with some of the issues presented. The viewers' guide and section "d" below suggest questions for discussion.

Instructions:

a. Explain the goal and objective of strategy.

b. Introduce the tape as a tool to help people think about the changing roles of women and men in society and where they are in their attitudes about sex roles.

c. Show the 30-minute color videotape "Why Change?"

d. Discuss in small groups of five to seven. Suggested discussion questions might include:

   1) What are some of the "important answers" women have found to the question "Why change?" What limits have past roles put on their development?

   2) What are some reasons for men to change? What is the "payoff"?

   3) What are some of the disadvantages for both women and men in these changes?

   4) What does Warren Farrell see as the self-fulfilling trap as roles begin to change?

   5) Identify some of the major reasons given in the tape as to why people fear change. Do you agree or disagree?

   6) Given all the reasons why changes are needed, what are the most compelling reasons?

7) Regarding the various suggestions made in the tape, what specific things can teachers, counselors, administrators, parents, and other concerned persons do to shape change in more positive ways for human development?

8) What is the significance of Warren Farrell's comments on listening and self-listening?

9) Is there an external ideal which we seek in changing roles of women and men? What will be the long-range outcomes of these changes?

10) In what ways have you changed your own ideas about roles of women and men?

e. Summarize.

Minimum Time Required: 5 minute introduction
30 minutes for tape
25 minutes for discussion

Resources:

Materials: Videotape No. 9, "Why Change?"
Video Viewers' Guide No. 9: Why Change?

Outcome Criterion:

After viewing and discussing the tape, each viewer will identify three of the most cogent reasons that women and men need to change their attitudes about career sex roles.

## "Legal Considerations"

VI. Goal: (FOR PARENTS AND EDUCATORS) PARTICIPANTS WILL DEVELOP STRATEGIES FOR MAKING CONSTRUCTIVE CHANGES IN THEIR HOME EDUCATIONAL INSTITUTIONS.

A. Objective: Identify a rationale for change and the advantages likely to accrue when institutions shift to programs which are liberating for both women and men.

3. Learning Strategy:

Note to Leader:

Participants need to understand recent and pending federal and state legislation regarding sex discrimination in education and the career development of women and men. This objective could best be achieved by inviting an expert in sex discrimination and the law to make a presentation to the group. Sources for "experts" might be the local chapters of Women's Equity Action League (WEAL), American Civil Liberties Union (ACLU), school women's rights groups, State Human Rights Dept., school affirmative action officers, National Organization for Women (NOW), NEA and AFT women's divisions, American Association of University Women (AAUW), League of Women Voters, etc.

Instructions:

a. Explain goal and objective of strategy and introduce speaker.

b. Expert would make presentation covering:

    1) present laws pertaining to sex discrimination in education
    2) their provisions (exclusions, enforcement powers, etc.)
    3) implications for schools
    4) pending legislation and its possible implications

c. Question and answer session.

d. Following the question and answer session, have participants break into small groups and discuss implications for their own institutions. Emphasize humane reasons for compliance as well as legal reasons.

e. Report back to large group.

f. Summarize.

Minimum Time Required: 1½ hours

Resources Needed:

Summaries or copies of recent laws and of Congressional hearings on them.
References: Bender (March 1976)
Verheyden-Hilliard (1976)

Outcome Criterion:

Participants will identify and explain in their journals laws relating to sex discrimination in education, 1) applying them to their own institutions or situations, and 2) citing advantages for both men and women.

## "Institutional Analysis"

VI. Goal: (FOR PARENTS AND EDUCATORS) PARTICIPANTS WILL DEVELOP STRATEGIES FOR MAKING CONSTRUCTIVE CHANGES IN THEIR HOME EDUCATIONAL INSTITUTIONS.

A. Objective: Identify a rationale for change and the advantages likely to accrue when institutions shift to programs which are liberating for both women and men.

4. Learning Strategy:

Note to Leader:

This strategy helps participants to analyze the problem of sex-role stereotyping in their own institution through examining practices, policies, and procedures. It attempts to help participants individually assess their own school's compliance with Title IX legislation and affirmative action procedures. These can be powerful policies to utilize in institutional change.

The checklist can be used by individual participants. Group discussions will be helpful for idea sharing and support, if time permits.

If any checklist illustrates a deficiency in conforming to Title IX and/or affirmative action policies, the leader should be prepared to direct the participant to contact appropriate persons and agencies to act on the issues.

Instructions:

a. Explain the goal and objective of the strategy.

b. Participants will individually complete the "Checklist on Institutional Practices, Policies and Procedures," and the "Evaluating Your School" answer sheet. (Allow 30 minutes to complete.)

c. After participants have completed the checklist, they should try to team up with another person from their setting and/or district. If that is not possible, another alternative would be to pair up with a person from the same developmental level, i.e., elementary, junior high, senior high, or higher education. Teams should compare their answers and try to identify possible areas where change is needed. A recorder should be appointed from each team or pair to list areas for possible intervention strategies. Allow 30 minutes for the completion of the team/pair discussion and lists.

d. Reconvene as a total large group and spend approximately 30 minutes compiling a list on a blackboard or overhead projector for the various developmental levels.

e. Discuss similarities and differences between each level and the various districts on the list.

f. Summarize.

Minimum Time Required: 1 hour, 45 minutes

Resources Needed:

Materials: Pens/pencils, blackboard or overhead projector
Handouts: "Evaluating Your School" (Mediacenter, 1976)
"Checklist on Institutional Practices, Policies and Procedures" (State of Minnesota, 1975)

Outcome Criteria:

Participants will have completed the checklist. Teams/pairs will list five possible areas where change is needed.

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## *EVALUATING YOUR SCHOOL*[1]

A professional goal of our democratic society is the provision of equal opportunity. Education is one of the ways in which we can implement this goal. The following instrument is a tool for assessing some of the most common manifestations of inequality in schools.

### I. School Leadership and Personnel

A. Listed below are the categories of school system personnel. Indicate the number of persons in each category in your school system. Then compare the totals (e.g., all females, all males, all racial and cultural minority groups, all minority group women, etc.).

| | | | Minority Groups[2] | | | | | |
|---|---|---|---|---|---|---|---|---|
| Category | total | | (group) | | (group) | | (group) | |
| | F | M | F | M | F | M | F | M |
| Board of Education | | | | | | | | |
| Officers | | | | | | | | |
| Members | | | | | | | | |
| Superintendent's Office | | | | | | | | |
| Superintendent | | | | | | | | |
| Administrative Staff | | | | | | | | |
| Professional Staff | | | | | | | | |
| Clerical Staff | | | | | | | | |
| Total Staff | | | | | | | | |
| School Personnel | | | | | | | | |
| Elementary School Teachers | | | | | | | | |
| Secondary School Teachers | | | | | | | | |
| Elementary Administrators | | | | | | | | |
| Secondary Administrators | | | | | | | | |
| Supervisory Personnel | | | | | | | | |
| Nonteaching staff[3] | | | | | | | | |
| Students | | | | | | | | |

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[1] From: Colloquy. Copyright 1973 by United Church Press. Used with permission.

[2] Fill in the racial and cultural minority groups most populous in your community, e.g., Black, Spanish-speaking, Indian, Asian, etc.

[3] Nonteaching staff would include secretaries, teacher aides, maintenance staff, nurses, librarians, counselors, and social workers.

B. Are these statistics satisfactory to you? ___ Yes ___ No

C. Has an affirmative action plan been developed for your school? ___ Yes ___ No

D. What actions, if any, are being taken to develop more representative leadership and personnel?

E. What are the average salaries of:

Male administrators? ______________

Female administrators? ______________

White administrators? ______________

Black/minority administrators? ______________

Male teachers? ______________

Female teachers? ______________

White teachers? ______________

Black/minority teachers? ______________

F. Are there differences among females, males, and minority group staff with respect to such fringe benefits as:

Retirement plans? ___ Yes ___ No

Maternity and/or family leave? ___ Yes ___ No

Insurance benefits? ___ Yes ___ No

Sabbatical and training opportunities? ___ Yes ___ No

G. Analyze career promotion practices and opportunities for males, females, and minority groups, including:

Number of years' service before promotion

Positions occupied before promotion

Qualifications of previous occupants of positions

Other? ______________________________

Are students encouraged to exercise their personal choice? ___ Yes ___ No

H. Are all students encouraged to participate in:

Arts and crafts activities? ___ Yes ___ No

Drama activities? ___ Yes ___ No

Musical groups? ___ Yes ___ No

Dance groups? ___ Yes ___ No

Athletics? ___ Yes ___ No

Student government? ___ Yes ___ No

I. Do school groups include activities representing a variety of cultural contributions, to provide positive experiences for all students (e.g., Latin American music, African art, Asian music, American Indian dance forms)? ____ Yes ____ No

J. Are teachers and other personnel assigned to schools or classes on the basis of race or sex? ____ Yes ____ No

Are there minority group teachers in schools with minority group populations? ____ Yes ____ No

Are there male teachers in the elementary schools? ____ Yes ____ No

## II. Curriculum Development and Materials

A. To what degree do instructional materials perpetuate racial or sex-role stereotypes? ____________

Are teachers provided the information they need to analyze instructional materials for sexist and racist content? ____ Yes ____ No

Are students encouraged to make critical analysis of instructional materials? ____ Yes ____ No

Are students and teachers encouraged to bring in materials that portray both men and women in positive and unstereotyped ways? Materials that portray a variety of cultural groups in positive and unstereotyped ways? ____ Yes ____ No

Have members of the curriculum development staff developed supplementary materials that avoid racial and sex-role stereotypes? ____ Yes ____ No

B. Do social science and history courses include the contributions and roles of all the cultural and racial groups in our society? Those of women? ____ Yes ____ No

C. Do social science and history courses include the study of other societies in which the sexes and various racial groups have different roles than in the United States? ____ Yes ____ No

D. Do literature courses include authors with a variety of racial-cultural perspectives? Female authors? ____ Yes ____ No

E. Are health and sex education included in the curriculum?

Are topics such as birth control, venereal disease, and abortion covered? ____ Yes ____ No

Is the human reproductive system included in science courses? ____ Yes ____ No

If so, at what level? ____________

F. Do graphics, pictures, and audiovisuals used in the curriculum include a variety of cultural groups in nonstereotyped roles? ____ Yes ____ No

G. Do graphics, pictures, and audiovisuals present men at home caring for children? ____ Yes ____ No

Cleaning? ____ Yes ____ No

Cooking? ____ Yes ____ No

Women doing anything besides caring for children? ____ Yes ____ No

H. Are courses in ethnic studies included in the elementary curriculum? ____ Yes ____ No

The middle school curriculum? ____ Yes ____ No

The senior high school curriculum? ____ Yes ____ No

I. Are courses in women's studies included in the elementary curriculum? ____ Yes ____ No

The middle school curriculum? ____ Yes ____ No

The senior high school curriculum? ____ Yes ____ No

## III. Counseling and Guidance Programs

A. Are counselors available to all students upon request? ____ Yes ____ No

B. Are boys, girls, or minority group children referred to the counselors more frequently? ____ Yes ____ No

C. Do counselors recommend courses on the basis of a student's race or sex? ____ Yes ____ No

D. Are all students encouraged to explore the advantages and disadvantages of their course preferences, analyzing factors other than traditional role expectations based on sex or race? ____ Yes ____ No

E. Is the school using career materials which track boys, girls, or minority group children into specified directions? ____ Yes ____ No

F. Are vocational and career counseling and programs operating which provide role models of men, women, and minority group members in a variety of jobs and occupations? ____ Yes ____ No

G. Are women and racial and ethnic minorities proportionately represented on the counseling staff? ____ Yes ____ No

## IV. Sports Activities and Extracurricular Activities

A. Are girls' competitive sports programs available? ____ Yes ____ No

Are girls encouraged to participate in team sports with boys when they have the ability? ____ Yes ____ No

Are minority group students encouraged to participate in sports programs? ____ Yes ____ No

B. What is the total budget expenditure for physical education activities? ____________

What amount for boys' programs? ____________

What amount for girls' programs? ____________

C. Do girls have equal access to facilities and equipment such as gyms, swimming pools, tennis courts, etc.? ____ Yes ____ No

D. Are students excluded from dramatic or musical activities on the basis of race or sex? ____ Yes ____ No

E. Are extra-curricular clubs, honor societies or programs segregated by race or sex? ____ Yes ____ No

## V. Teacher and School Staff Behavior

A. Do teachers or staff use different methods of reward and punishment for boys, girls, or minority group students? ____ Yes ____ No

B. Are disciplinary actions applied on the basis of the student's sex or race rather than the situation? ____ Yes ____ No

C. Do teachers describe and prescribe classroom activities on the basis of sex? E.g., "Why don't the girls bake cookies?" "Boys line up on the right side, girls on the left." ____ Yes ____ No

D. Do teachers' expectations vary with a student's race or sex? ____ Yes ____ No

E. Do teachers use sexist terms like "chick," "baby," "doll," etc.? ____ Yes ____ No

F. Do teachers use racist or classist terms like "gook," "chink," "red-neck," "hard-hat," "half-breed," etc.? ____ Yes ____ No

G. Does the school offer its staff training about racism and sexism and their implications in the school system? ____ Yes ____ No

## CHECKLIST ON INSTITUTIONAL PRACTICES, POLICIES AND PROCEDURES[1]

| | Totally Existent | | | | Totally Non-Existent | Unknown |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 0 |
| 1. The school district has a Non-sex-biased, Affirmative Action Committee. | | | | | | |
| 2. The Non-sex-biased, Affirmative Action committee is involved in the selection and reviewal of district materials for counter-sexist/ counter-racist content. | | | | | | |
| 3. There is a written policy adopted by the local school board for selecting learning materials which are counter-sexist and counter-racist. | | | | | | |
| 4. The school encourages and provides opportunities for employees to participate in workshops, in-service classes, guest speaker presentations, etc., on the topics of racism and sexism. | | | | | | |
| 5. There is a written policy adopted by the School Board regarding the treatment of pregnant employees which is in accordance with state and federal laws. | | | | | | |

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[1] Adapted from State of Minnesota, Department of Education, Division of Planning and Development, Equal Educational Opportunities Section. *A model to eliminate racism and sexism in education through the selection, revision, and development of the institutional system*. St. Paul: Minnesota State Department of Education, June 23, 1975.

| | Totally Existent | | | | Totally Non-Existent | Unknown |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 0 |
| 6. There is a written affirmative action policy adopted by the district that covers hiring and employment procedures. | | | | | | |
| 7. There is a written affirmative action policy adopted by the district that covers policies and practices regarding school athletics. | | | | | | |
| 8. There is a written affirmative action policy adopted by the district that covers curriculum materials - development and revision. | | | | | | |
| 9. There is a recognized and clearly stated district policy regarding the filing of a grievance. | | | | | | |
| 10. Students in the school system reflect proportionate female/male ratios. | | | | | | |
| 11. Formal and informal school procedures allow students opportunities and exposure to a variety of lifestyles. | | | | | | |
| 12. All students and parents have been informed of their rights under Title IX, Education Amendments of 1972. | | | | | | |
| 13. There is a written policy adopted by the district regarding counter-racist/sexist counseling techniques and materials. | | | | | | |

| | Totally Existent | | | | Totally Non- Existent | Unknown |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 0 |
| 14. All class offerings are available to both females and males alike. | | | | | | |
| 15. School communications regarding individual students are written in a non-sexist manner. | | | | | | |
| 16. Student handbooks are written in a non-sexist, non-racist manner. | | | | | | |
| 17. Extracurricular activities are offered to both females and males. | | | | | | |
| 18. Athletic funding is proportionately equal for both sexes, according to the number of students of each sex. | | | | | | |
| 19. Textbook materials which contain sexist/racist content are identified and discontinued. If the latter is not possible (due to cost), teachers using the materials point out the sexist/racist content to the students and identify it as sexist or racist. | | | | | | |
| 20. Counselors make an effort to spend equally proportionate times with females and males. | | | | | | |

P-E SR-L
CD-L TL-M

VI.B.1.

## "Looking at Change"

VI. Goal: (FOR PARENTS AND EDUCATORS) PARTICIPANTS WILL DEVELOP STRATEGIES FOR MAKING CONSTRUCTIVE CHANGES IN THEIR HOME EDUCATIONAL INSTITUTIONS.

B. Objective: Analyze significant factors which affect change in their home institution.

1. Learning Strategy:

Note to Leader:

One of the most beneficial ways to look at change in institutions is to analyze previous instances of attempted change. In order for participants to avoid "re-inventing the wheel," they must look at changes in their own schools and observe how they occurred. Strategies, points of intervention, decision-makers and outcomes may be identified as the result of this strategy.

It is extremely helpful to group individuals from different institutions together in this activity. This will enable a wide variety of perspectives and changes to be presented.

Instructions:

a. Explain goal and objective of strategy.

b. Have each participant fill out a "Looking at Change" worksheet which deals with specific changes at her/his institution. Attempt to focus on a career-related or sex-role change.

c. Divide the participants into groups of three to share the changes they have analyzed. Announce that each person will have a maximum of ten minutes to relate her/his change and get comments or questions from the other triad members.

d. After 30 minutes ask the large group to reassemble. Discuss the change process using "Leader's Questions for Processing Looking at Change," as well as any additional questions or observations that were generated in the small groups.

e. Summarize.

Minimum Time Required: 20-30 minutes for "Looking at Change"
30 minutes for discussion in triads
20 minutes for large-group discussion

Resources Needed:

Materials: Pencils/pens, chalkboard and chalk
Handout: "Looking at Change"
"Leader's Questions for Processing Looking at Change"

Outcome Criterion:

Each participant will have analyzed a change and will describe it in a journal in one paragraph, listing at least two points about the process of change she/he became more aware of because of the analysis.

## *LOOKING AT CHANGE*

1. What substantial changes have occurred in your school within the last year?

2. Select one major change, preferably related to career options or sex roles, and describe it in a paragraph.

3. Answer the following questions about the change you described in question 2.

   a) How did the concern/problem first come to the attention of school officials?

   b) What subgroups were affected by the outcome of the change?
   In what specific ways were they affected?

   c) Describe how information about the change was handled before, during, and after the decision to change was made.

   d) Who made the decision to change?

   e) List briefly:

| The forces for the change: | The forces against the change: |
|---|---|
| 1) | 1) |
| 2) | 2) |
| 3) | 3) |
| 4) | 4) |
| 5) | 5) |

f) How was the change implemented?

g) What problems were encountered in trying to implement the change? Were they overcome and, if so, how?

4. Describe in a paragraph how you view the change at this time.

5. Relate the factors involved in the success or failure of the major change above to your analysis of your home institution.

## *LEADER'S QUESTIONS FOR PROCESSING "LOOKING AT CHANGE"*

1. What changes were chosen for analysis?

2. What differences and/or similarities did your group find regarding these changes?

3. How important were forces external to the school and in what ways (i.e., groups in the community such as religious or political groups, the state or federal government, the mass media)?

4. How important were forces within the school and in what ways (i.e., faculty, students, paraprofessionals, administrators)?

5. How can this knowledge be of help in dealing with changes yet to come in your school?

P-E SR-H
CD-H TL-M

VI.B.2.

## "Building Support Systems"

VI. Goal: (FOR PARENTS AND EDUCATORS) PARTICIPANTS WILL DEVELOP STRATEGIES FOR MAKING CONSTRUCTIVE CHANGES IN THEIR HOME EDUCATIONAL INSTITUTIONS.

B. Objective: Analyze significant factors which affect change in their home institution.

2. Learning Strategy:

Note to Leader:

Becoming knowledgeable about ways to create a support system is an important part of change process. Although each individual person can be an effective change agent, such persons, if forced to work alone, are often vulnerable to attack and their work is undercut. We can assume, therefore, that the building of support groups among like-minded persons in a given institution is an essential ingredient for successful change. Read "Support Group Communication Guidelines" in VI.G.2..

Instructions:

a. Explain the goal and objective of strategy.

b. Divide participants into small groups and brainstorm ways to build a strong and flexible support system.

Examples of strategies are:

Develop and maintain a newsletter.
Have bi-monthly support meetings.
Caucus at professional meetings.
Form coalition with other groups.

c. After list is completed, have participants pick three or four ideas and elaborate on how to make those effective strategies for support. (Include discussion of strategies they have used before for this issue or for other change areas. Examine what has worked and what hasn't, as well as possible reasons for successes and failures.)

d. Share in large group.

e. Summarize.

Alternative Strategy:

Note to Leader:

The building of a successful support system involves not only drawing together those of like minds but also re-educating colleagues to non-sexist positions so that they, too, can become part of a support group. The following ideas may have been suggested by participants. If not, the leader could add them.

Have participants list and discuss concrete ways for re-educating colleagues--including administrators who occupy key power positions. (They might want to refer back to their "Contact Map" in V.B.1. for help in thinking of specific people.)

Examples: Hold forum with national speaker.
Hold "speak-out" (open discussion meeting) with various school and community people involved.
Develop and send free copies of the newsletter periodically.
Hold informal discussions.
Send out parent newsletter, professional report bulletins, etc.
Organize to change the reward system.
Invite semi-interested people to be on your committees.
Involve colleagues as consultants.

Minimum Time Required: 1 1/2 hours

Resources Needed:

Handouts: "Support-Group Communication Guidelines" (See VI.G.2.)

Outcome Criterion:

Participants will identify in their journals strategies for building support and analyzing success or failure ingredients of particular strategies in particular situations.

## "How to Be a Process Helper"

VI. Goal: (FOR PARENTS AND EDUCATORS) PARTICIPANTS WILL DEVELOP STRATEGIES FOR MAKING CONSTRUCTIVE CHANGES IN THEIR HOME EDUCATIONAL INSTITUTIONS.

C. Objective: Analyze the practices, policies, and procedures of their own institution regarding career-related sex-role stereotyping.

1. Learning Strategy:

Note to Leader:

This strategy is designed to introduce participants to the Havelock model for change process consultation. In order to be effective agents for change, it is important for participants to understand their role(s), the needs of the client, and strategies for change.

Hand out the "Summary of 'How To Be a Process Helper'" prior to the session and, where possible, have participants become familiar with The Change Agent's Guide to Innovation in Education (Havelock, 1973). Refer to other strategies in Goal VI for use with this strategy.

Instructions:

a. Explain goal and objective of the strategy.

b. Have participants divide into small groups (five to six persons) for discussion. Ask each group member to identify a goal for change in their institution and apply Havelock's six-stage model. Have them select one goal from the group for discussion.

c. Ask each group to report to the large group the goal selected for discussion and the application of the model.

d. Leader summarizes, using the results to focus the discussion on the change process.

Minimum Time Required: 1 hour

Resources Needed:

Handout: "Summary of 'How To Be A Process Helper'" (Havelock, 1973)
References: Havelock (1973), Blocher (1975)

Outcome Criterion:

Participants will select one goal for change and will write a short paragraph applying the Havelock six-stage model to its implementation.

## *SUMMARY OF "HOW TO BE A PROCESS HELPER"*

R. Havelock, in his text The Change Agent's Guide to Innovation in Education (1973), uses a six-stage model of change process consultation:

| | |
|---|---|
| Stage I: | Building a Relationship<br>(between change agent and client) |
| Stage II: | Diagnosing the Problem<br>(awareness of your needs and those of your clients) |
| Stage III: | Acquiring Relevant Resources |
| Stage IV: | Choosing the Solution |
| Stage V: | Gaining Acceptance |
| Stage VI: | Stabilizing the Innovation and Generating Self-Renewal |

The first and perhaps the most important step in the consulting process is establishing contact with the client population and building a relationship. The goal of such a relationship is to work collaboratively and to focus not on the solution to the problem per se, but on the target's ability to develop its own problem-solving capability. The focus is on the person or persons using the change agent's services and the user's resources.

Stages are not necessarily successive and, in some cases, can occur simultaneously.

Havelock suggests that this framework for becoming a change agent can help us move from "education the way it is now" to "education the way we would like it to be."

## "Force-Field Analysis"

VI. Goal: (FOR PARENTS AND EDUCATORS) PARTICIPANTS WILL DEVELOP STRATEGIES FOR MAKING CONSTRUCTIVE CHANGES IN THEIR HOME EDUCATIONAL INSTITUTIONS.

C. Objective: Analyze the practices, policies, and procedures of their own institution regarding career-related sex-role stereotyping.

2. Learning Strategy:

Note to Leader:

Another strategy useful in beginning change process activities, the "Force-Field Analysis Inventory" provides a systematic framework for assessing the restraining and driving forces for the proposed change.

Make sure that individuals share their force-field analyses with the group, focusing on how they propose to overcome the restraining forces and utilize the driving forces to accomplish successful change.

The participants may benefit from a step-by-step explanation of the exercise due to its complexity.

Instructions:

a. Explain goal and objective of strategy.

b. Pass out copies of "Force-Field Analysis Inventory."

c. Use the introductory paragraph in the "Force-Field Analysis Inventory" to explain the strategy's objectives:

> The force-field analysis inventory, adapted from Kurt Lewin's theory of planned change, helps you to make a change effort specific and concrete. Part I asks you to define the problem clearly so another person will be able to understand it. Part II asks you to specify the forces working for and against change; typically, this section will include your own positive motivations as well as your reservations and resistances. Part III asks you to make a specific contract with yourself to change your behavior.

d. Instruct participants to complete the "Force-Field Analysis Inventory."

e. Have participants form small groups (preferably with others from the same institution), and discuss their worksheets. They should list each other as resources to get additional ideas on how to deal with the change problem.

f. Summarize.

**Minimum Time Required:** 1 1/2 hours

**Resources Needed:**

Handout: "Force-Field Analysis Inventory" (Pfeiffer and Jones, 1974)
References: Pfeiffer and Jones (1974)

**Outcome Criterion:**

Participants will select a "back-home" problem (different from the one used in the above exercise) and apply the "Force-Field Analysis Inventory" to it.

## *FORCE-FIELD ANALYSIS INVENTORY*[1]

The force-field analysis inventory, adapted from Kurt Lewin's theory of planned change, helps you to make a change effort specific and concrete. Part I asks you to define the problem clearly so that another person will be able to understand it. Part II asks you to specify the forces working for and against change; typically, this section will include your own positive motivations as well as your reservations and resistances. Part III asks you to make a specific contract with yourself to change your behavior.

### PART I: PROBLEM SPECIFICATION

Think about a problem that is significant in your "back-home" situations. Respond to each item as fully as necessary so that another person can understand the problem.

1. *I understand the problem specifically to be that . . .*

2. *The following people with whom I must deal are involved in the problem:*

   *Their roles in this problem are . . .*

   *They relate to me in the following manner:*

3. *I consider these other factors to be relevant to the problem:*

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[1] From: J. W. Pfeiffer and J. E. Jones (Eds.), A handbook of structured experiences for human relations training, Volume II, Revised, La Jolla, CA : University Associates, 1974. Used with permission.

4. *I would choose the following aspect of the problem to be changed if it were in my power to do so:* (Choose only one aspect.)

## PART II: PROBLEM ANALYSIS

5. *If I consider the present status of the problem as a temporary balance of opposing forces, the following would be on my list of forces driving toward change:* (Fill in the spaces to the right of the letters. Leave spaces to the left blank.)

_____ a. ____________________________________________

_____ b. ____________________________________________

_____ c. ____________________________________________

_____ d. ____________________________________________

_____ e. ____________________________________________

_____ f. ____________________________________________

_____ g. ____________________________________________

_____ h. ____________________________________________

6. *The following would be on my list of forces restraining change:*

_____ a. ____________________________________________

_____ b. ____________________________________________

_____ c. ____________________________________________

_____ d. ____________________________________________

_____ e. ____________________________________________

_____ f. ____________________________________________

_____ g. ____________________________________________

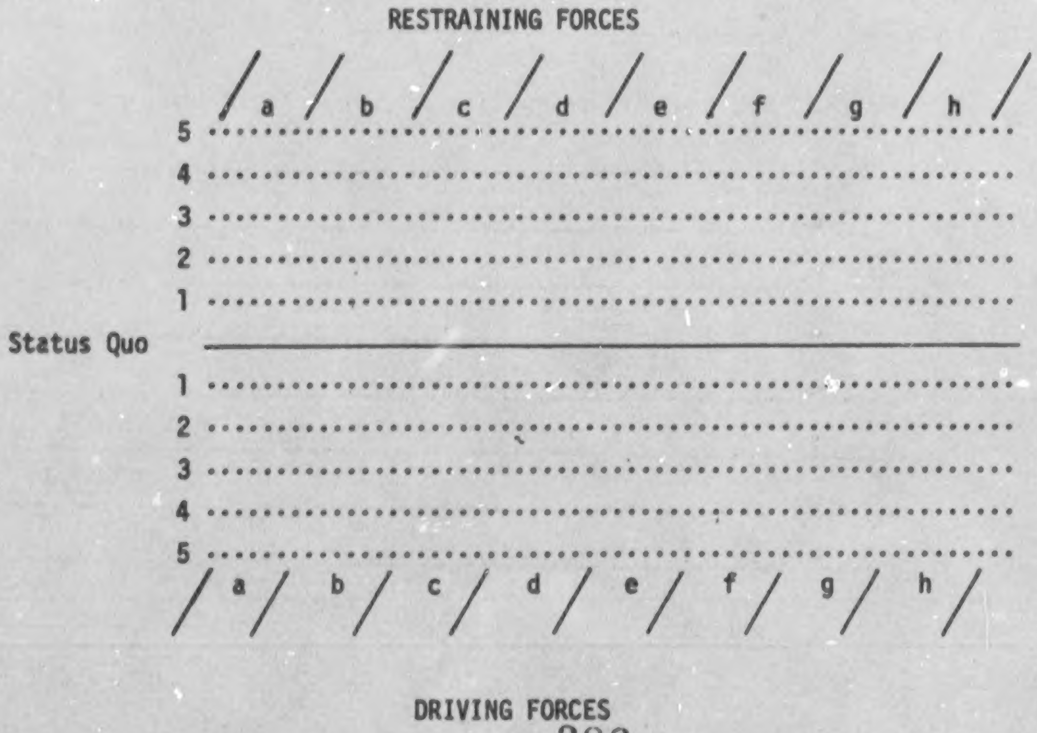
_____ h. ____________________________________________

7. In the spaces to the left of the letters in item 5, rate the driving forces from 1 to 5.

   1. It has *almost nothing* to do with the drive toward change in the problem.
   2. It has *relatively little* to do with the drive toward change in the problem.
   3. It is of *moderate importance* in the drive toward change in the problem.
   4. It is an *important factor* in the drive toward change in the problem.
   5. It is a *major factor* in the drive toward change in the problem.

8. In the spaces to the left of the letters in item 6, rate the forces restraining change, using the number scale in item 7.

9. In the following chart, diagram the forces driving toward change and restraining change that you rated in items 7 and 8: First write several key words to identify each of the forces driving toward change (a through h), then repeat the process for forces restraining change. Then draw an arrow from the corresponding degree of force to the status quo line. For example, if you considered the first on your list of driving forces (in item 5) to be rated a 3, draw your arrow from the 3 line in the "a" column up to the status quo line.



## PART III: CHANGE STRATEGY

10. Select two or more restraining forces from your diagram and then outline a strategy for reducing their potency.

11. Apply the following goal-setting criteria (the SPIRO model) to your change strategy:

    S--*Specificity:* Exactly what are you trying to accomplish?
    P--*Performance:* What behavior is implied?
    I--*Involvement:* Who is going to do it?
    R--*Realism:* Can it be done?
    O--*Observability:* Can others see the behavior?

## "Inhibitors and Facilitators of Change"[1]

VI. Goal: (FOR PARENTS AND EDUCATORS) PARTICIPANTS WILL DEVELOP STRATEGIES FOR MAKING CONSTRUCTIVE CHANGES IN THEIR HOME EDUCATIONAL INSTITUTIONS.

C. Objective: Analyze the practices, policies, and procedures of their own institution regarding career-related sex-role stereotyping.

3. Learning Strategy:

Note to Leader:

Useful as an activity to follow up "Force-Field Analysis," this activity will focus on hindrances to change and how to overcome them. Blockages to change are important to consider: They can sabotage plans before they begin or stop them once they are in progress. This strategy may be particularly appropriate for those groups for which hindering forces are the biggest block to accomplishing change.

The step-by-step plan provides a structure for deciding how to overcome these hindrances. Be sure to follow the guidelines for brainstorming in the introductory material. Try to group participants from the same institutions together, but make sure participants present their ideas

Instructions:

a. Explain goal and objective of strategy.

b. Have participants define a problem applicable to their home institution and related to BORN FREE.

c. Have participants define an objective applicable to the problem in the institution and related to BORN FREE.

d. Have them identify the facilitating forces for reaching their objective. Brainstorm.

e. Have them identify the hindering forces which might keep them from reaching their objective. Brainstorm.

f. Pick three or four hindering forces that seem most important, choose one that seems more solvable and develop an action plan to:

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[1] Adapted from: Stiller, A. Developing and conducting in-service programs, National Consortium on Competency-Based Staff Development, December 1976. 14-17.

1) Brainstorm ideas for eliminating the hindrance.
2) Choose those ideas that seem best.
3) Decide who should expedite which idea.
4) List needed materials and resources.
5) Arrange ideas and actions into a time sequence.
6) Mark plans for commencing the action sequence.
   (Who is going to do what, when, and how?)
7) Make plans for periodic evaluation.
8) Be prepared to revise your plans as needed.

g. Discuss all the things that could go wrong and ways to prevent them or prepare for them.

h. Summarize.

Minimum Time Required: 1 1/2 hours

Resources Needed:

Reference: Stiller (1976)
Handout: (Leader may wish to provide a handout sheet for the questions above )

Outcome Criterion:

Given an example of a hindrance, participants will develop an "action plan" for eliminating it.

## "Making a Decision"

VI. Goal: (FOR PARENTS AND EDUCATORS) PARTICIPANTS WILL DEVELOP STRATEGIES FOR MAKING CONSTRUCTIVE CHANGES IN THEIR HOME EDUCATIONAL INSTITUTIONS.

D. Objective: Assess and analyze their own change-agent skills and style.

1. Learning Strategy:

Note to Leader:

Analysis of one's decision-making style is an important aspect of change process. This activity will help participants analyze the motivations in their decisions and raise their awareness of this process.

As a leader, it is important to help participants look for patterns in their decisions and brainstorm implications of these patterns for being a change agent.

Instructions:

a. Explain goal and objective of strategy.

b. Have participants individually complete the handout.

c. In small groups, discuss:

1) Do you see any patterns in the decisions you chose to list?

2) Are there any patterns in how you go about deciding?

3) Is your pattern of deciding different for different situations? How do you make critical decisions?

4) What implications does your pattern have for being a change agent?

d. Summarize in a large group, highlighting implications for individual decision making.

Minimum Time Required: 30 minutes

Resources Needed:

Handout: Previous Decisions: How Did You Deal with Them?

Outcome Criterion:

Participants will have completed the handout and will write in their journals a short essay analyzing their pattern of decision making and its implications for being a change agent.

## Previous Decisions: How Did You Deal with Them?"*

| It felt right. | The thoughts, attitudes, and feelings of others had great impact on what I decided. | Never thought about it before deciding. Took the first alternative. | Took the safest choice. | Allowed the decision to become so intolerable that I was forced into action. | Did what I wanted most without thinking of consequences. | Attached weights to what was the most desirable and most probable and decided. |
|---|---|---|---|---|---|---|
| | | | | | | |

PLEASE LIST BELOW:

1. Two decisions you made in the last year.
   - a.
   - b.
2. Two decisions you made in the past five years.
   - a.
   - b.
3. Three critical decisions you have made at any time in your life.
   - a.
   - b.
   - c.

Do you see any patterns in the decisions you chose to list? Are there any patterns in how you go about deciding? Is that different for critical decisions?

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*Jacquelyn B. Tullock, Coordinator of Counseling Services, Piedmont Va. Community College, Charlottesville, Va. 22901.

## "Group Roles"

VI. Goal: (FOR PARENTS AND EDUCATORS) PARTICIPANTS WILL DEVELOP STRATEGIES FOR MAKING CONSTRUCTIVE CHANGES IN THEIR HOME EDUCATIONAL INSTITUTIONS.

D. Objective: Assess and analyze their own change agent skills and style.

2. Learning Strategy:

Note to Leader:

This strategy will help people become aware of the roles people assume in group decision making and their inhibitive/facilitative effects. The activity is composed of two parts. The leader must first read a summary of Virginia Satir's book Peoplemaking, Chapter 5, pp. 59-79. The leader should then prepare a summary and descriptions of the five roles people can assume in groups: placater, blamer, computer, distracter, and leveller. The leader should present these concepts to the group in the manner described below.

Instructions:

Part 1: Inhibitive Roles:

a. Explain goal and objective of strategy.

b. Choose volunteers from the audience and have them assume the appropriate body posture (described in the chapter) before verbally describing the role to the group. This action makes the activity fun and more palatable.

c. Describe only the four inhibitive roles for the group (placater, blamer, computer, and distracter). Be as animated and excited as possible about the exercise.

1) Form the members into groups (four members minimum, eight maximum).
2) Hand out Dilemma I to each member.
3) Have each participant silently choose one of the four inhibitive roles to play in group decision making.
4) Instruct each group that they must reach a consensus on the solution to Dilemma I while playing their role.
5) Role play (15 minutes).
6) Have each member stop role playing and assume their appropriate body posture for their role.
(Option: Continue role playing, with members silently changing roles for added perspectives).
7) Process the first group's decision-making attempt with the following questions:

    a) How did you feel playing that role? How did others in the group react to you? Did this change over time? Why did you choose that role?
    b) How did you feel toward others in the group?
    c) Who was most significant in reaching your group decision?
    d) How did you feel the role interfered with your normal means of communication?

e) If roles were switched, why (or why not) did you choose another role?

d. Next, present the role of the leveller, stressing the facilitative aspects of communicating in that manner.

Part 2: Facilitative Roles

a. With members in the same groups as before, hand out Dilemma II and have them reach a group decision by consensus using the leveller role.

b. Process the decision making with the following questions.

1) What were the major differences from the role(s) you assumed in Dilemma I?
2) Was this comparable to your normal means of communication within groups? How was it similar/different? Was it comfortable/uncomfortable?
3) In what ways does levelling inhibit or facilitate communication?
4) Do you use different types of communication for different situations? Specify.

c. Additional thoughts or comments.

d. Summarize.

Minimum Time Required: 1 1/2 hours

Resources Needed:

| | |
|---|---|
| Handouts: | Dilemmas (Smith, 1977) |
| Attached Article: | "Summary of Virginia Satir's Four Levels of Response, Plus One More" |
| References: | Smith (1977)<br>Satir (1972) |

Outcome Criteria:

Participants will discuss the various roles they assume in groups.

Participants will identify which of their roles are inhibitive/facilitative for decision making.

## DILEMMAS[1]

### I.

Anne and Allan Johnson were married four years ago just before their senior year of college. Since graduation Anne has taught at Jonesboro Elementary School and Allan has worked as an engineer at Ace Metals. Anne is excited because she has been asked to advance next year to be team leader for the three first grades at Jonesboro Elementary; but Allen has been told that for the second time he's in line to be transferred to another division of Ace Metals in another town. Allan can choose to stay at his present location or move, but he knows that his career with Ace Metals would be in jeopardy if he would turn down two transfers in a row. They know that teaching jobs are hard to get in the other town. There are no children at home or on the way.

Put yourself in their situation.

### II.

Jane and John Whitehead and their twin preschoolers, Bill and Sally, live in Middleville. John studied business at State U. and has worked at Acme, Inc., for six years since graduation. He's making a good living for his family, his job is respectable, and he knows that he will probably continue to be successful at the job, if he chooses. However, despite all that, he is uneasy and uncertain about his job. There's nothing he can put his finger on except that he's not quite as satisfied as he had hoped he would be. He'd like to quit, take some time to think over his life, and go back to school (in some area yet to be determined). His quitting work will mean that Jane will have to get a job, which she hasn't had to do since before Bill and Sally were born, and they probably will have to lower somewhat their standard of living (at least for awhile). If John goes back to school, they'll have to find day care for Bill and Sally.

Put yourself in Jane's and John's situation.

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[1] Smith, Walter. University of Kansas, 1977.

## *SUMMARY OF VIRGINIA SATIR'S*
## *FOUR LEVELS OF RESPONSE, PLUS ONE MORE*[1]

In her book, Peoplemaking, Virginia Satir describes four universal ways in which people react to stress if and when their egos are involved, or when their self-worth is somehow threatened, plus a fifth style which she sees as the ideal response style. The four patterns of communication that people use when self-esteem is involved and the threat to self-esteem is denied are: "placating, blaming, computing, and distracting" (Satir, 1972, p. 59).

Satir believes that the threat to self-esteem occurs only when the individual has a poorly developed sense of self-worth and so constantly uses other people's opinions as a measure of self-worth. When people depend upon others for definition of their self-worth, they are likely to say and do things which are untrue or not sincere, in an effort to gain approval.

When people avoid the truth in order to be accepted by and acceptable to others, they are sending double messages, with their words saying what is expected and the body and sounds sending negative messages. Those conflicting messages are picked up by the receiving person, causing a conflict in the interpretation and response. This double message creates conflict and disharmony between people.

When confronted with a double message, the four choices of response are: 1) placate, so the other person won't get angry; 2) blame, so none of the problem is yours; 3) compute abstractly, dealing objectively with the message to prove its unimportance and to establish your own self-worth; and 4) distract or ignore the message, for if you pretend it isn't there maybe it will disappear.

No matter what words we use, our bodies show our self-evaluation of our own worth. Satir's description of body stances that accompany the four types of response was devised to make people aware of the image others have of them when they are in one of the four modes. To role play the responses, the following descriptions should be helpful.

The placater, always agreeing, talks in an ingratiating manner, apologizing and trying to please. Imagine yourself kneeling, whining, pleading, and looking upward with one hand reaching up to a superior other person, saying "yes" to everything regardless of your own thoughts and feelings.

The blamer disagrees and accuses, acting like a superior dictator. Imagine yourself as a tyrannical boss with high blood pressure, standing over an inferior person with a finger pointed accusingly, as you criticize and call names, without ever giving a chance for an answer or a defense.

The computer speaks with impersonal calmness like a patient teacher explaining a fact to a small child. Imagine yourself with head raised haughtily, talking in the most complex words possible, with little motion and no emotion, choosing the correct words carefully and never risking a mistake.

The *distractor* says anything that makes no sense at all, being sure to never answer a question or make a point. Imagine yourself dizzy, out of tune with the words you and others are saying, speaking in a singsong voice with no meaning, and moving in no direction, spinning erratically. Ignore questions, wave your hands in all directions, brush off lint, examine your nails, and talk on your own topic which is totally unrelated to the present need, with your legs, arms, and hands moving haphazardly.

The use of any of these responses increases the user's low self-worth. A fifth response is Satir's answer to the four crippling responses. It is called "leveling" (Satir, 1972, p. 72). In this response, all parts of the body are in harmony with the words and voice. Communication is honest, and there is no loss of self-esteem. By using the leveling response, ruptures can be healed, impasses broken, and bridges between people built.

The *leveling* response *may* be an apology, a criticism, an evaluation, or an intellectual explanation. But whatever it is, it is *real* and the body and voice in consistency with the words will show that it is real. The messages are not mixed. People who are leveling are open and trustworthy and make you feel good in their presence.

Satir says that people are kept from leveling responses by seven fears or self-threats. Answers to the threats, which will permit growth, are:

| FEARS | ANSWERS |
|---|---|
| 1. Of making a mistake. | 1. Mistakes are unavoidable when new action is undertaken. |
| 2. Of someone not liking it. | 2. Certainly, someone won't like it, because we don't all like the same things. |
| 3. Of criticism. | 3. You will be criticized, because you are not perfect. |
| 4. Of imposing. | 4. It is impossible to be in the presence of or speak to another person without imposing in some fashion. |
| 5. Of being thought no good. | 5. So what? Know the difference between your own shortcomings and the other person's blame. |
| 6. Of being less than perfect. | 6. If you look for perfection you will find imperfection. |
| 7. Of being left. | 7. Maybe you'd be better off without the person. You'll survive it. |

If *all* the fears came true, you would still survive. And you are not alone in having the fears. Many people have them, and they all use them to threaten themselves. By using leveling responses, it is possible to overcome the fears and respond with truth, agreeing when we want to, disagreeing when we want to, and being honest in our relationships. Then we can live freely and wholly, in touch with our real selves and in touch with others.

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[1] Summarized from Satir, Virginia, *Peoplemaking*, Palo Alto, California: Science and Behavior Books, 1972, by Dolores Dege.

## "Change Mode"

VI. Goal: (FOR PARENTS AND EDUCATORS) PARTICIPANTS WILL DEVELOP STRATEGIES FOR MAKING CONSTRUCTIVE CHANGES IN THEIR HOME EDUCATIONAL INSTITUTIONS.

D. Objective: Assess and analyze their own change-agent skills and style.

3. Learning Strategy:

Note to Leader:

This strategy will help participants become aware of their preferred "change mode," the means and tactics they use to bring about change. Using this exercise as a follow-up activity to "Making a Decision" (VI.D.1.), participants will be able to change and modify their change strategies to reach their goals.

Although this is a valuable activity, it can seem rather lengthy in terms of time and effort needed. If the participants are committed to an in-depth study of change process, this activity should be used. Less enthusiastic groups may benefit from shorter, goal-oriented exercises.

Instructions:

a. Explain goal and objective of strategy.

b. Hand out "Introduction" and "Part I: Individual Assessment" from "Assessment of Your Ways and Means to Change an Organization/ or Stimulus to Begin Thinking About Organizational Development." Ask participants to complete the assessment.

c. After that is completed, hand out "Part II: Tabulation" and ask them to fill it out. (Explain that numbers 49 and 50 are not covered on the chart but can be used in discussing the questions in the small groups.)

d. Then help them analyze their charts by giving them the column descriptions ("Your Style" from Part II).

e. Have participants in small groups share their charts with each other. Have someone designated group leader, and give her/him these questions:

   1) What did you learn about yourself from doing this exercise?

   2) What were the major ways and means used to bring about change? Were you able to invent a new technique? (Question # 50 on questionnaire).

   3) Do you tend to use too limited a range of techniques and resources?

   4) Are there some techniques that work better for particular problems? For particular institutions?

5) What can you do differently to change your organization?

6) What are the blocks that hold up progress in your organization?

7) Which methods would you never use?

8) Generate a small group consensus about the most frequent tactical errors that change agents commonly make.

Minimum Time Required: 1 hour 35 minutes

Resources Needed:

Handout: "Assessment of Your Ways and Means to Change an Organization/or Stimulus to Begin Thinking About Organizational Development"

Outcome Criterion:

Participants will have analyzed their own change modes in their journals. This could include a description of a mode and its strengths and weaknesses in light of the employing institution.

(cont'd)

## *ASSESSMENT OF YOUR WAYS AND MEANS TO CHANGE AN ORGANIZATION, OR STIMULUS TO BEGIN THINKING ABOUT ORGANIZATIONAL DEVELOPMENT*[1]

### INTRODUCTION

Many people, when they hear that we help organizations change, immediately say, "Our organization needs to change." I assume that they want their environment to be different, but lack the skills, power, tactics or ways and means of selling their ideas, plans or decisions to their administrators, personnel, supervisors or peers. People want to improve their milieu but find it very difficult to take the beginning steps in initiating a change design.

Research indicates that in the field of organizational behavior, top management has strong downward channels of communication with which they influence and manipulate employees. The opposite is not generally true, although a significant trend towards participative management is to be noted in the last few years. When subordinates think about their influence on organizational change through top management they initially feel powerless, but upon examination and reflection and sharing with others ways to effect the transformation of our world, they discover that there are a variety of methods and tactics open to them.

This instrument is created to help you examine your behavior, techniques and ways that you confront and attempt to help others in your organization be different. Also this process should help you begin thinking about change strategies in your organization and discover new ways and approaches to collaborate and move our organizations into the democratic, post-bureaucratic era.

---

[1] Source Unknown

INDIVIDUAL ASSESSMENT

Below you will find ways, means and tactics that may be employed to effect change in those about you. Read each statement and to the left enter the proper letter related to the code below to indicate your use of the tactic described.

A. This method is the one I always use.

B. This method I occasionally use.

C. This method I will only use if I feel very strong about the change effort.

D. This method is unethical and I would never use it under any circumstances.

We recognize that your job description may not require you to make any change efforts, or many techniques may not be appropriate to your present situation. If this is the case, respond hypothetically or how you would like to respond if you did attempt to change your environment and this specific way was available to you.

____1. Be a model employee by working hard, doing research and documenting your findings.

____2. Attempt to get your supervisor to attend a training program, a university course or a professional meeting that assumes your bias and supports your way of thinking.

____3. Play the old game of present three views--two extreme opposite plans that you know will never be accepted and a middle of the road approach colored with data to support your viewpoint.

____4. Participate in a boycott, march or demonstration in or out of the organization if it supports your way of thinking even if the change is contradictory to the organizational result.

____5. Get students, customers or client groups to bring pressure for your point of view.

____6. Wait for a reorganization or an emergency or for the power to retire.

____7. Discuss it through and through honestly and openly and directly with your superior or the executive level of the administration.

___8. Manipulate so that the boss will think the idea, decision or plan is hers/his.

___9. Utilization of the system feedback and feedforward mechanisms to inform decision makers of data that they need in order to represent your position well.

___10. Participate in a revolution, sick-in, walk out or join a union to bring about what you want.

___11. Use outside social contacts and attempt to get them to talk to someone in a power position in an informal setting like a cocktail party.

___12. My attitude is there is too much change in organizations today, I'll wait. If the change idea is good, people ultimately will start responding to it.

___13. Point out a stress. The advantages will be seen in the organization if clients, staff and administrators all collaborate and plan interdependently in need(s) assessment, goal setting, implementation and evaluation.

___14. Use the concept of fear and threaten your boss by pointing out to her/him the competition or other iso-catastrophic effects if the change is not accepted immediately.

___15. Work through personnel or organizational specialists and let them sell the idea.

___16. Take specific action and begin new ways of responding while the boss is on vacation so that when she/he comes back, she/he will only see the results of your decision in action.

___17. Let your professional society bring pressure into the organization to support your position.

___18. "My ideas have always been ahead of the times and I just have to sit back and wait for everyone else to catch up with me."

___19. Use good timing. At the appropriate moment show how your idea will solve the present difficulty.

___20. Socialize with the boss. Join his/her social groups.

___21. Use the feedback-feedforward improvement suggestion box.

___22. Refuse to carry out a policy or decision that you have not been involved in and don't believe in.

___23. Try to persuade a member of an outside organizational committee like the board or a special government task force, and let them promote your change idea.

____24. Because I am disgusted with my attempt to change in the past, I have given up and just do my job at a minimal level.

____25. Use a rational argument--well thought out with facts to substantiate your reasoning.

____26. Lobby through the organizational friends of the one you are trying to influence.

____27. Use employee organizations and groups--also avenues such as grievance and complaint procedures.

____28. Exaggerate carrying out a policy or a dictate to the letter to demonstrate its ineffectiveness.

____29. Call Action News or send a letter to the local newspaper complaining about the situation.

____30. If my idea is not bought, I assume that things will get much worse before they get better.

____31. Demonstrate how my idea can increase efficiency, effectiveness or provide a better service.

____32. Manipulate information and only give the information that will get the action that you want.

____33. Study the internal politics and use them to your advantage.

____34. Use the grapevine and gossip networks.

____35. Use outside consultants to recommend what you want.

____36. Construct your ideas and put them in an official report of organizational communication. If the organization does not buy what you want, you forget about it because you have done your job.

____37. Perform at a high level of proficiency doing the best job you know how.

____38. Create reports or other written documents that require a superior's signature that will support your position.

____39. Use of clout and informal leaders in the organization to bring pressure.

____40. Use of subtle blackmail techniques like hinting that this project will fail totally unless we do it this way or that the morale of the group could never rally if we failed with the present strategy.

____41. Contact your congressional representative or some other powerful external figure.

____42. If you cannot change the organization, quit, and they will get the message.

____43. Start with the key members, form a support group, and expand the number of people who are favorable to your position.

____44. Put the administrator on the spot at a key meeting.

____45. Bypass your boss or superior and get to another person who is also in a position of authority.

____46. Unify a group of colleagues and others who support your desired change and confront the power directly, responsibly and strongly.

____47. Leak important information to an outside critic or evaluator,

____48. I believe that change is the responsibility of those in high power and paid positions and a subordinate should do his/her job and not make any waves.

____49. Add a technique which you most frequently use:____________________

____________________________________________

____________________________________________

____50. Invent a new technique that you have never heard about before:

____________________________________________

____________________________________________

____________________________________________

PART II

TABULATION

Now complete the chart below. For each of the 48 statements place the appropriate letter (A,B,C, or D) in the square containing that statement's number.

| I | II | III | IV | V | VI |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 |
| 37 | 38 | 39 | 40 | 41 | 42 |
| 43 | 44 | 45 | 46 | 47 | 48 |

Notice which vertical column has the most entries. The following is an aid in helping you score yourself.

YOUR STYLE

Column I

These tactics are what most people consider traditional and conventional ways to bring about support for a change effort.

Column II

These tactics are concerned with directly attempting to influence your boss. She/he can then go to bat for you or oppose it openly, giving you a chance to know why it is not possible.

Column III

These techniques are attempts to manipulate the system of the organization to influence change.

Column IV

These statements are concerned with aggressive, possibly militant techniques to bring about change.

Column V

These statements have to do with influence attempts that use resources and persons external to the organization to bring about change.

Column VI

These ways and means show that you are dependent upon waiting for the organization to change itself.

## "Assertiveness"

VI. Goal: (FOR PARENTS AND EDUCATORS) PARTICIPANTS WILL DEVELOP STRATEGIES FOR MAKING CONSTRUCTIVE CHANGES IN THEIR HOME EDUCATIONAL INSTITUTIONS.

E. Objective: Apply assertiveness skills to being a change agent in their own institution.

1. Learning Strategy:

Note to Leader:

Assertiveness training is an important aspect of change process. Since many people have misconceptions about the assertiveness concept, it is important to point out to participants that it involves standing up for individual rights and expressions of thoughts, feelings, and beliefs in an honest and appropriate manner. It does not involve infringing on the rights of others.

It would be preferable to have someone give an experiential presentation on assertiveness to participants prior to this activity. Contact local organizations (National Organization for Women, various women's or self-help groups) for the names of individuals who could give this presentation. This strategy assumes participants have received information on assertiveness prior to the activity.

Make sure to ask participants to brainstorm and record relevant situations where they have difficulties. This is also preferable for strategy VI.H.2, "Situational Assertiveness."

Instructions:

a. Explain goal and objective of strategy.

b. Have participants individually identify one assertiveness problem related to career sex-role stereotyping in their institution. They should write four responses: their normal response, an assertive response, an aggressive response, and a non-assertive response.

c. In small groups, share responses. Add suggestions for responses to each other's problem areas.

d. Role play situations with help from the group's feedback.

e. Summarize in large group.

Alternative Strategy:

Instead of having participants think of an assertiveness problem, give them the option of either selecting one of their own assertiveness problems or choosing one from the list in "Situational Assertiveness" (VI.E.2.).

Then continue as above.

**Minimum Time Required:** 1/2 hour

**Resources Needed:** (optional) Copies of "Assertiveness Situations" for all participants, from next activity, VI.E.2., "Situational Assertiveness "

**Outcome Criterion:**

When given an assertiveness problem, participants will write assertive, non-assertive, and aggressive responses.

## "Situational Assertiveness"

VI. Goal: (FOR PARENTS AND EDUCATORS) PARTICIPANTS WILL DEVELOP STRATEGIES FOR MAKING CONSTRUCTIVE CHANGES IN THEIR HOME EDUCATIONAL INSTITUTIONS.

E. Objective: Apply assertiveness skills to being a change agent in their own institution.

2. Learning Strategy:

Note to Leader:

It is necessary to complete strategy VI.E.1., "Assertiveness," or select some of the situations attached to this exercise. It is preferable to role play personal situations, however, because the participants may be helped and have more interest in the activity. Practical application of assertiveness in role playing is important for participants.

The leader should make sure that participants know the differences between assertive, non-assertive, and aggressive responses before beginning this activity. Discussion of these topics would be beneficial.

Be sure to follow the guidelines for role playing in the introductory material of this packet. Role playing can be either an extremely beneficial technique or a threatening technique, depending on the leadership strategies used.

Instructions:

a. Explain goal and objective of strategy.

b. Do VI.E.1. prior to this activity. Then role play two or three of the situations presented in the attached handout, using assertive, aggressive, and non-assertive response.

c. Summarize.

Minimum Time Required: 1 hour

Resources Needed:

Handout: "Assertiveness Situations"

Outcome Criteria:

When given an assertiveness situation, participants will role play assertive, non-assertive, and aggressive responses.

Given a narrative dealing with an assertiveness problem, participants will identify assertive, non-assertive, and aggressive responses.

## *ASSERTIVENESS SITUATIONS*

1. You have just told your supervisor that you would like to begin a teacher support group, and she/he replied: "I really don't think that's necessary. Our relationships are just fine."

2. You have just made your opening remarks to your first workshop, and a participant in the audience shouts, "That's a lot of bullshit."

3. To male: Teacher X walks into your office, laughs knowingly, and says, "I see you're really getting into the women's thing. How'd they rope you into it?"

4. To woman: Teacher X stops you in the hallway and says, "I really like what you're doing in career development. You know you're just not like those women lib types."

5. Teacher X walks into your office and with concern says, "I know you're very much interested in the whole sex role thing but we really do have more serious concerns--racism is the big issue in this school." (Or: Have participants add their own institution's "big issue".)

6. You, a female, have just made a recommendation at the faculty meeting about an issue that concerns you, but it is passed over.

7. Do number 6 plus: Five minutes later, the same recommendation is made by a male, responded to, and voted on.

8. You've asked the male chair of a department why there are so few women who chose the field. He responds, "We've tried, but women just aren't interested in this area."

9. Male to female: "You know, I think if 'women's lib' people would just have a little more humor, they'd get a lot further. They're too deadly serious all the time."

10. To anyone: "You know minority women have it made with affirmative action, being both a minority and women."

11. To a white woman: "Why aren't minority women involved in your women's support group or organization?"

Add your own.

## "Change Strategy Brainstorm"

VI. Goal: (FOR PARENTS AND EDUCATORS) PARTICIPANTS WILL DEVELOP STRATEGIES FOR MAKING CONSTRUCTIVE CHANGES IN THEIR HOME EDUCATIONAL INSTITUTIONS.

F. Objective: Become aware of the range of change strategies available and make a commitment to preferred ones.

1. Learning Strategy:

Note to Leader:

One of the reasons for this objective is that participants sometimes become so overwhelmed by the immensity of the problem of sex bias in career options that they end up doing nothing when they return to their own institutions. This activity helps them to see that there is an enormous range of change strategies from which they may choose, some requiring a lot of time and energy and some requiring very little.

Emphasize that people's situations differ a lot and that, depending on their own situation, they must decide what they can and cannot do. (The next objective and strategy gives them the opportunity to consciously make a commitment to particular strategies. For examples of strategies, see next activity, VI.F.2., "Commitment to Change Strategies.")

Instructions:

a. Explain goal and objective of strategy.

b. Tell participants:

"There is an enormous range of things you can do in your own situation --from writing a letter to organizing a committee on sex-role stereotyping in curriculum, to doing a systems diagnosis of career-related sex bias in your institution. People's situations differ and it's important that you have a range of strategies to choose from, so that you don't leave here feeling so overwhelmed that you end by retreating from the problem. Do what you can within your own skills and time limitations. This activity will give you the opportunity to look at a very wide range of change strategies."

c. Divide participants into groups of ten and have them brainstorm lists of change strategies, from the least time commitment required to the greatest.

d. Report the lists in the large group.

e. Summarize.

Minimum Time Required: 40 minutes

**Resources Needed:**

Newsprint and magic markers

**Outcome Criterion:**

Participants will list three examples each of strategies requiring little time commitment, medium time commitment, and much time commitment.

## "Commitment to Change Strategies"

VI. Goal: (FOR PARENTS AND EDUCATORS) PARTICIPANTS WILL DEVELOP STRATEGIES FOR MAKING CONSTRUCTIVE CHANGES IN THEIR HOME EDUCATIONAL INSTITUTIONS.

F. Objective: Become aware of the range of strategies available and make a commitment to preferred ones.

2. Learning Strategy:

Note to Leader:

In this strategy, participants decide which change strategies they will implement back home and make a commitment as to when they will begin. The activity should be done after the previous one (VI.F.1., "Change Strategy Brainstorm") so that the change strategies identified earlier can be included on the "Commitment to Change Strategies" sheet.

Instructions:

a. Explain goal and objective of strategy.

b. Say to participants:

"You are being given a "Commitment to Change Strategies" sheet which includes strategies you brainstormed yesterday as well as some other ones. On this sheet you can indicate to which strategies you feel you can commit yourself and in what period of time."

c. Have participants brainstorm additional strategies.

d. Say to participants:

"These will not be collected. You may take them home with you and use them to evaluate your progress."

e. After people are finished, ask for volunteers to share what commitments they made.

f. Summarize.

Minimum Time Required: 1/2 hour

Resources Needed:

Handout: "Commitment to Change Strategies"

Outcome Criterion:

Leader will have summarized activity and listed commitments from voluntary participants. (Leader could ask for a copy of the strategy sheet, but this might lead to faking of commitments.)

## COMMITMENT TO CHANGE STRATEGIES

| Immediately | In one month | In six years | By 1 year from now | By 1 1/2 years from now | By 2 years from now | Monthly | Twice yearly | Periodically | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Write letter to school newspaper challenging career sex-biased article. |
| | | | | | | | | | Call a colleague on a stereotyped remark or behavior. |
| | | | | | | | | | Work on not using sex-stereotyped language when speaking. |
| | | | | | | | | | Work on not using sex-stereotyped language when writing. |
| | | | | | | | | | Try to be conscious of my sex-role stereotyped attitudes and behaviors in interactions with others. |
| | | | | | | | | | Write up this workshop for school newspaper, school professional development report bulletin, etc. |
| | | | | | | | | | If teaching, will ask students to monitor my behavior for sex-role stereotyping. |
| | | | | | | | | | If teaching, will raise questions about sex-role stereotyping in class. |
| | | | | | | | | | Set up a "Women and Men in Nontraditional Careers" bulletin board. |
| | | | | | | | | | Add supplementary materials about women to my courses (or about men where applicable, e.g., in home ec. and nursing). |
| | | | | | | | | | Organize a one-half-day in-service workshop on ____________________. |
| | | | | | | | | | Integrate sex-bias materials into the courses I teach or groups I lead. |
| | | | | | | | | | Develop a new course on ______________________________________________. |
| | | | | | | | | | Add a couple of units on women (or men, where applicable) to a present course. |
| | | | | | | | | | Set up a committee to analyze curriculum for sex-role stereotyping. |
| | | | | | | | | | Revise Career Resource Center or section so it includes women. |
| | | | | | | | | | Ask administrator to change stereotyped language in memos and policy documents. |

P-E SR-M
CD-M TL-M

## "Change Process: Small Is Beautiful"

VI. Goal: (FOR PARENTS AND EDUCATORS) PARTICIPANTS WILL DEVELOP STRATEGIES FOR MAKING CONSTRUCTIVE CHANGES IN THEIR HOME EDUCATIONAL INSTITUTIONS.

G. Objective: Develop a systematic plan for both the content and process of change in their home institution.

1. Learning Strategy:

Note to Leader:

At this point it is hoped participants will be ready to create an action plan for bringing about change in career-related sex-role stereotyping and to use BORN FREE materials. There are many models for change in educational institutions. The particular one adapted by Project BORN FREE is the Rand Model for Innovative Change Programs in Educational Institutions (Berman and McLaughlin, 1974). The leader should read BORN FREE Technical Reports No. 6 and 7 (Keierleber, 1978; Keierleber and Hansen, 1978) prior to using this strategy (especially pp. 36-56 and 61-74). Helpful background is also provided in the article by Hansen and Keierleber (1978).

Instructions:

a. Leader gives a mini-lecture on the Rand Model, presenting definitions of the three stages of 1) initiation, 2) implementation, and 3) outcomes and continuation.

b. Leader summarizes the influential factors in the institutions noted in relation to initiation and implementation in the first year of BORN FREE (Technical Report No. 6, p. 36-56).

c. Leader presents in lecture or with overhead the major adaptations and trends of the first year of BORN FREE:

1) A decision to focus on reducing resistance.
2) Reducing the number of activities planned.
3) Faculty skills training for expanding options vs. attitude change.
4) Voluntary faculty participation in inservice programs.
5) Focus on career development rather than sex-role stereotyping.
6) Working through existing programs.
7) Direct interventions with students.
8) Reducing target group/problem focus.
9) Change in expectations.

d. Suggestions for discussion:

1) Why might the existence of previous career development or sex-fair programs contribute to acceptance of BORN FREE?
2) How can change agents deal with those who have very strong beliefs about maintaining traditional male and female roles?
3) Can an intervention team do much to overcome barriers such as program retrenchment, overworked staff, and reorganization?
4) Why is the support of key administrators so critical? What form can such support take? Is there ever a time when administrative support may be more of a hindrance than a help?

5) What are the arguments for trying to develop programs which reach students directly rather than the teachers, counselors, administrators and parents?
6) Why is "small is beautiful" a good philosophy for educational change programs such as BORN FREE?
7) What additional "influential factors" do you anticipate in your own institution which might affect BORN FREE programs?

e. Summarize.

Minimum Time Required: 1 1/4 hours

Resources Needed:

References: Berman and McLaughlin (1974)
Keierleber and Hansen (1978)
Hansen and Keierleber (1978)
Keierleber (1978)

Outcome Criteria:

Participants will identify five influential factors which affect program implementation in career development and sex-role stereotyping.

Participants will anticipate three additional influential factors which exist in their own institutions.

## "Creating an Implementation Plan"

VI. Goal: (FOR PARENTS AND EDUCATORS) PARTICIPANTS WILL DEVELOP STRATEGIES FOR MAKING CONSTRUCTIVE CHANGES IN THEIR HOME EDUCATIONAL INSTITUTIONS.

G. Objective: Develop a systematic plan for both the content and process of change in their home institution.

2. Learning Strategy:

Note to Leader:

This could be the capstone activity of a workshop, the application of knowledge, skills, and attitudes learned. The strategy is designed to assist participants in the creation of implementation plans for home institutions. Participants will find utilization of other change process strategies in Goal VI, as well as selected strategies from other goals, helpful in completing this strategy.

The strategy is designed to be completed in four consecutive 1 1/2 hour sessions. Most of the tasks are to be completed in small, mixed institution groups; however, some tasks are to be completed outside the session. You may choose to expand or limit the time accordingly.

Instructions:

a. Explain goal and objective of the strategy.

b. Divide participants into small mixed-institution groups. If possible, groups should be divided by level (i.e., elementary, secondary, postsecondary, higher education) or by interest area (i.e., state agencies, junior colleges, vocational-technical schools).

c. Hand out "Systems Framework for Implementation Plan" and present a brief overview on change process using the handout as a guide. This brief presentation can provide an opportunity 1) to summarize content from other learning strategies in Goal VI, and 2) to bring together highlights from readings on change process.

d. Pass out the appropriate session outline and explain briefly what is to be covered, referring back to the overview sheet where necessary. Be prepared to answer questions or provide clarification. Make sure that group members understand the tasks to be completed in the group.

e. Have each small group select a recorder to report back to the large group.

f. At the close of the fourth session ask individual participants to share their completed plan with others in their appropriate developmental level (i.e., elementary, secondary, postsecondary, higher education) or interest area.

g. Have small groups reconvene as one group and ask the recorders to report the highlights of the implementation plans presented in the small groups.

h. Summarize the reports, utilizing the highlights to emphasize the elements of change process.

Minimum Time Required: 1 1/2 hours for each of the four sessions

Resources Needed:

Handouts: "Systems Framework for Implementation Plan"
"Creating an Implementation Plan," Sessions I-IV

Outcome Criterion:

See appropriate session outlines.

## *SYSTEMS FRAMEWORK FOR IMPLEMENTATION PLAN*

### I. Planning

- Needs assessment - national data, local data
  - Status assessment
  - Goal assessment
- Systems diagnosis or analysis
  - Human resources - identify support group
  - Media resources
- Rationale for program
  - Career Development Conceptual Framework
  - Change Process Evaluation - Rand Model
- Establish needs and goals

### II. Developing and Structuring

- Specify objectives
- Prioritize objectives
- Analyze resources
- Consider alternate strategies, illustrative programs
- Select alternate strategies related to objectives

### III. Implementing

- Specify process objectives
- Develop staff
- Reward and reinforce staff
- Select priority strategies
- Try out and monitor activities
- Build communication network about ongoing activities

### IV. Evaluating

- Evaluate process
- Evaluate products developed (if any)
- Analyze change process activities
- Analyze cost/benefit
- Decide go/no-go - continuation plans
- Communicate results to all significant persons.

## *"CREATING AN IMPLEMENTATION PLAN"*

### Session I: Planning

Note to Leader:

This session is designed to acquaint the participants with the overall elements of change process and, more specifically, methods for conducting a needs assessment/systems diagnosis and developing a rationale for change.

Instructions:

a. Divide the participants into appropriate small groups (developmental level or task). Hand out a copy of "Support-Group Communication Guidelines for Implementation Plan" and discuss.

b. Describe the agenda for the session (a brief handout may be helpful) and set time allotments for the activities to be completed.

c. Hand out materials for all four sessions and provide an overview of the team tasks to be completed in session one (see "d" below).

d. Have participants complete "Armchair Perceptions" of their institutions and share with the group (30 minutes). (Hand out "Guidelines for Systems Diagnosis" and "Worksheet for Systems Diagnosis" for use by participants.)

e. Using the background readings, handouts, and other completed module strategies, have participants work separately on their "rationale" for their implementation plan. (This may be most effectively completed as a take-home task.)

f. Summarize Session I and lay groundwork for Session II.

Minimum Time Required: 1 1/2 hours

Resources Needed:

Handouts: "Support-Group Communication Guidelines for Implementation Plan"
"Worksheet for Systems Diagnosis"
"Armchair Perceptions"
"Guidelines for Systems Diagnosis"
"Developing a Rationale"
"A Career Management Model for Counselor Involvement" (see Goal II.A.1.)

Attached article: "Needs Assessment"
References: Havelock (1973), Blocher (1975), Parker (1975), Hansen and Gysbers (1975), Sargent (1977)

Outcome Criterion:

Participants will complete "Armchair Perceptions" and "Developing a Rationale" worksheets.

## *SUPPORT-GROUP COMMUNICATION GUIDELINES*
## *FOR IMPLEMENTATION PLAN*

This is your SUPPORT GROUP! Right now you are individuals just beginning to become acquainted with each other, but the goal of your group is to become a positive support to each other, exploring and changing your own behavior, both within the group and in the rest of your daily life, so that each of you becomes a more productive and satisfied person.

We ask that you commit yourself to the following behaviors and remind you that you can expect your support-group members to use them also.

1. Learn to listen:
   a. as actively and constructively as you are able,
   b. with acceptance and positive interest,
   c. hearing each other out, focusing on understanding the situation and the other's feelings,
   d. then asking questions to draw out the other, to expand, or clarify, rather than giving your opinion immediately,
   e. then checking back with the speaker so she/he knows you understood what she/he said.
2. Learn to participate:
   a. as fully, openly, and constructively as you are able,
   b. accepting and owning your own behavior, thoughts, and feelings as part of yourself,
   c. recognizing that openness involves risk taking, that by taking risks you can discover who you are and what you are capable of,
   d. keeping the interchanges nonjudgmental with the attitude "what can each of us learn from this that will make our relating and supporting more productive and more satisfying?"
3. Learn to process or re-examine your own behaviors and feelings as thoughtfully and thoroughly as possible at the end of each support-group session.
4. Respect the confidential nature of what is shared in your group.
5. Remember, respect, and remind yourself (and others) of this commitment when necessary.

## *ARMCHAIR PERCEPTIONS*

| Change Process | Implementation Product |
|---|---|
| | |

## *GUIDELINES FOR SYSTEMS DIAGNOSIS*

### Change Process

1. Assess the extent of commitment to the project. Involve as many people as possible in dealing with the issue.
2. Analyze the communication network, formal and informal, within the system.
3. Examine the formal statements of institutional goals, objectives, and missions.
4. Identify your support system--those sympathizers with the goals of the project, those willing to have active involvement, those who may be persuaded.
5. Identify form and amount of resistance to project goals.
6. Analyze the decision-making structure--how decisions are influenced and made within the system, who has the power.

### Project Product

1. Identify what is being done to facilitate student career development--the components of a career education program.
2. Identify what is being done to inhibit or limit career options--attitudes, practices, and behaviors.
3. Identify ways in which parents are involved in the school, where appropriate.
4. Identify the extent to which there is sex-role stereotyping in career development programs or activities.
5. Identify school policies which suggest sex-role stereotyping.
6. Identify future plans of students who attend the institution (if available).
7. Identify nature and range of overall opportunity perceptions of students.
8. Identify role possibility perceptions of students.
9. Identify actual decision points students face at different grades, stages, or levels.
10. Identify "decision influences" in the educational structure and relationships.

## *WORKSHEET FOR SYSTEMS DIAGNOSIS*

I. Introduction and Rationale

1. General goals and concerns for your school with regard to Project BORN FREE goals

2. Reasons, goals for systems diagnosis of your school

II. Descriptive and Demographic Data

1. General description of type of school

2. General description of community school serves

3. Characteristics of staff

   a. number of staff
   b. number of males, females
   c. age, range and mean
   d. educational levels (BA, MA, MA+, PhD, EdD)

4. Characteristics of students

   a. number of students
   b. number of males, females
   c. grades
   d. future plans
   e. follow-up data: postgraduation actual choices

5. Characteristics of parents

   a. married, single
   b. average number of children
   c. ethnic background, distribution
   d. educational levels
   e. occupations: fathers, mothers

III. Project Data

1. Description of current and past career development/career education activities and programs

2. Description of current and past activities and programs with regard to sex roles and sex-role stereotyping

3. Description and indicators of support for Project BORN FREE

4. Description and indicators of resistance to Project BORN FREE

IV. Communication Data: Inhibitors and Facilitators

1. Administrators - teachers
2. Teachers - students
3. Counselors - students
4. Parents - students
5. Students - students
6. Bulletin boards, displays

V. Analysis of Options

1. Curricular choices

   a. types of curricular courses, programs available
   b. number of students enrolled in courses, programs: males, females

2. Extracurricular choices

   a. number of extracurricular activities available for males, females, both
   b. types of activities available for males, females, both
   c. participation rates for males, females in activities

3. Counseling and guidance

VI. Sources and Methods for Information Collection

1. Systematic observation of behavior

2. Protocol interviews with students, staff, parents

3. "Homemade" questionnaires

4. Standardized surveys, tests, questionnaires

5. Institutional policy statements, reports, newsletters

6. Local summary review, research reports

7. Unsummarized available data

VII. Plan for Information Collection

1. Important characteristics of persons providing information

2. Methods, procedures used in collecting information

3. Methods, procedures used in analyzing, summarizing information

VIII. Additional Activities

Description of activities planned (if any) in the next few months related to Project BORN FREE goals (other than systems diagnosis and needs-assessment activities).

## *DEVELOPING A RATIONALE*

(BORN FREE Preliminary Implementation Plan)

**Status Assessment**:

**Outcome Assessment**:

**Local Documentation of Need**:

**National Documentation of Need**:

**Conceptual Framework from Literature**:

## *NEEDS ASSESSMENT*[1]

### PURPOSE, RATIONALE, DEFINITIONS

### Purpose of the Guide

The purpose of this guide is to provide strategies of organizational change as applied to career education. A focused-planned success approach to program implementation will be illustrated with specific career education examples.

### Definitions

The theoretical and philosophical base for the specific examples of career education implementation comes from the developmental self-concept approach to career development of Super (1957). Super described career development as a life long process of implementing a self-concept with satisfaction to self and with benefit to society. Career is defined much more broadly than occupational or paid employment activities and encompasses much of parenting and household activities as well as volunteer services and creative leisure activities. The pattern of social roles that a person might take including the role of student, parent, volunteer, and job holder can be called one's career pattern.

A wide-range of definitions of career education can create confusion and stress when it comes to the implementation of programs. A continuum of narrow to broad definitions is as follows:

| Vocational Education | Occupational Education | Career Education | Life Style Education |
|---|---|---|---|
| Job Training | Occupational Information | --Self-awareness<br>--Explorations of Life Styles<br>--Decision-making<br>--Interpersonal Skills<br>--Meanings and Values of Work<br>--Entry Level Job Skills | Occupational Life<br>Family Life<br>Social Life<br>Leisure Life |

The example programs will draw heavily from the broader definitions which also include job training as a component of career maturity. Any implementation team needs a clarity of purpose, common labels, and explicitly agreed upon objectives--usually arrived at by a process of negotiation.

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1. From: Benson, A. N. Implementing career education programs, 1975. Permission to reprint granted by Minnesota State Department of Education.

A broad developmental model of career development suggests several needs for career education: (1) an inclusion of all of the curriculum areas as well as the informal curriculum experiences of a school, such as co-curricular activities, student grading, and discipline policies; (2) the cooperation of all curriculum areas, pupil personnel services, and the community; and (3) planned developmental activities K-12 and beyond.

In analyzing the research on worker satisfaction and alienation the *Work in America* report (1972) also suggests a fourth need for career education which entails redesigning the school as a participation management work place for students as well as teachers. In one sense career education is a way of thinking about schools and can include broad goals and integration by providing:

1. A bridge between humanistic child centered trends in education and traditional subject matter areas.
2. A bridge between teachers at different grade levels and in different departments.
3. A bridge between school and community.

A definition of career education needs to become specific enough to suggest what a person needs for career maturity. A broad definition of career education suggests the following:

A. Realistic knowledge and positive attitudes toward self: interests, talents, goals.

B. An awareness of occupational and life-style options.

C. Skills in personal decision-making and life planning.

D. Ability to relate to people.

E. Realistic expectations and awareness of work values.

F. Salable job skills.

## CONCEPTUAL MODELS

A conceptual model of career development with student outcome objectives is a necessity. The framework of student learning objectives needs to be built upon the two bases of (1) the changing occupational and social structure and (2) the research on learning and human development. Examples of basic occupational-social changes include an increasing emphasis on knowledge and service occupations, multiple occupational roles in one's lifetime, a large number of young and old people, the decline of authoritarian values and institutions, the increasing educational levels of all segments of society, and the increasing expectation of life style and occupation as meeting needs for self-actualization. Examples of human learning and development influences include the emphasis of life stages, developmental tasks, and sequential coping skills, and the growth of psychological education in areas of values, self-esteem, creativity, destiny control, and interpersonal competence.

## INSTRUCTIONAL OBJECTIVES

In considering process and outcome goals the use of behavioral objectives can help us know when we have achieved a broadly stated goal as well as increasing the clarity of our intentions (Mease and Benson, 1973). One potential benefit from focusing on specific program and instructional objectives is greater job satisfaction for ourselves as educators. Self-reinforcement resulting from knowledge of positive results is more probable if we specify our objectives and then prioritize our implementation efforts and evaluate our outcomes based on measureable objectives.

Most career education objectives encompass what is often called the behavioral domains of the cognitive, affective, and psychomotor areas (Bloom, 1956; Krathwohl, 1956; and Dave, 1956). When considering assessing needs and evaluating progress a useful classification of process and outcome objectives is observable and nonobservable behavior.

In order to provide a framework for career development learning activities which can be infused into all areas of the formal and informal curriculum, an example set of goals and objectives will be detailed. A set of objectives can provide the conceptual framework for needs assessment, program planning, and program evaluation. The objectives can be implemented at various levels of mastery on a K-adult basis and are found at the end of this chapter.

## A SYSTEMS APPROACH

### Rationale

The first step in the process of career education program implementation is a local needs assessment study. Needs assessment is the ongoing systematic gathering of baseline data necessary for program planning and generating motivation for change. Needs assessment includes sampling the perceptions of students, staff, and community as to lacks or deficiencies which can be fulfilled by specified goals and objectives. By a systems approach is meant the process steps in program implementation and includes:

1. Needs assessment
2. Analysis of the school's organizational framework
3. General program planning
4. Specific techniques and framework for implemention
5. Evaluation and recycling of steps 1 through 4

The determination of student needs includes an analysis of current school and community programs and resources, as well as student attitudes, skills, and knowledge. In the preliminary steps of information gathering, a base of support for change can be established by including teachers, administrators, parents, and students in the planning and execution of a career development needs study.

Even in the preliminary needs assessment process a broad conceptual framework of human growth and career development is needed. Inherent in the systems approach to program implementation are the characteristics of interdependence and balance of the implementation steps. For example, the results of the needs assessment study will determine the focus of the program activities and the evaluation. In the recycling process the nature of the program activities and the evaluation will determine the revision of the needs assessment study. Any career education program will only be as strong as the weakest component of the implementation system. For example, an elaborate determination of needs and objectives may not pay off in terms of program outcomes unless the planning and implementation of activities are of similar quality. The full potential of the needs study planning and implementing will not be realized unless the evaluation feeds back useful data for maintaining and revising the program. Innovative programs often overemphasize one or more of the process steps at the expense of other components. Within the context of limited resources it's better to seek balanced quality among the program implementation cycle steps rather than neglecting any one phase--such as evaluation.

## Where to Start

The reader is encouraged to apply the techniques of needs assessment and goal setting to one's own professional needs and job satisfaction in terms of strengths and areas for growth (see Mease and Benson, 1973 for a comprehensive description of this process). We also need to exercise whatever options we have in our occupational role to select the areas of intervention and program goals which are most likely to contribute to job satisfaction and professional growth. The following goal setting activity can be a helpful first step in implementing career education.

### FIELD FORCE ANALYSIS

PERSONAL GOAL SETTING

I. Describe a goal or objective in a way it can be observed, measured or evaluated.

   A. Consider a goal in terms of short-range action in the next few days.

   B. Consider a longer range goal attainable through small increments or "successive approximations."

(cont.)

II. Diagram the field forces favoring your action plan to accomplish your goal. Consider:

  A. Personal interests, motivations

  B. Personal skills and abilities

  C. People support systems available

  D. Physical resources that can be brought to bear

  E. Other favorable factors

III. Diagram the field forces resisting your goal attainment

  A. Personal areas for growth

  B. Reactions of resistance by the people affected

  C. Physical resources not readily available

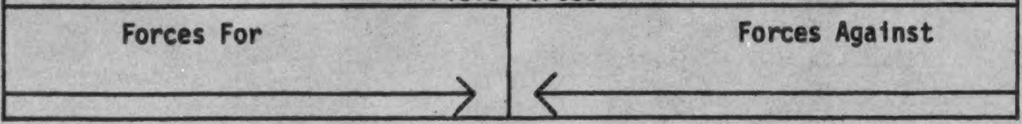
  D. Other resistance factors

A PERSONAL GOAL

Short-Range Goal:

Long-Range Goal:

Field Forces



If possible share this goal and field force analysis with two or more other people in your support system.

Motivation for Change

In order to capitalize on the results of a needs assessment survey, one must determine whose perceptions of needs to use in setting goals and developing activities. Needs assessment includes the perceptions of students, staff, and community which will often contain common elements but also almost invariably contain major discrepancies. In some cases the discrepancies are partly semantics and degrees of emphasis; however, in all instances an explicit negotiation of goals with the target population is necessary. Open negotiation of needs and goals is part of the need tieing process (Mease and Benson, 1973). Need tieing is the art of eliciting the target population's needs as they perceive them and selectively meshing these needs with your professional assessment of their needs based on a sound conceptual framework of career development. The target population(s) must clearly see enough payoff in terms of their needs in order to exert the necessary efforts and assume the risks of the proposed change. True negotiation requires open and honest communication of intentions as well as perceptions of shared power and mutuality of influence on the part of all concerned parties. There are significant, but also subtle, differences in methodology and results between the career development change agent openly negotiating and influencing needs and goals with a target population and merely using "democratic packaging" to cover up devious power plays and manipulations of people and groups. One way to facilitate successful need tieing is to involve the target population(s) in the beginning of any career development programing--which includes the local needs study. . . . .

## Techniques of Needs Assessment

Techniques for assessing career development needs as expressed by students, staff, and community are part of total planning and evaluation of a systems approach to program implementation. The following seven techniques can be used to assess needs and evaluate progress: cognitive tests, interviews, attitude and reaction questionnaires, observation, simulation exercises, sociometric ratings, and the use of other indicators.

. . . Three essential characteristics of any needs assessment technique are specificity, reliability, and validity. Briefly, specificity refers to the need to gather concrete detailed information in order to assess strengths and areas for growth as well as explanations for the degrees of successes and failures found. Global evaluations are not sufficient when it comes to planning and revising activities. The reliability of assessment procedures refers to the consistency or predictability of test, questionnaire, or observational ratings either over time or across items or samples made at the same time. In general, clear-cut directions, pilot use of the assessment techniques, and larger numbers of items will increase reliability. In achievement testing conduct an item analysis to determine the average item difficulty level which ideally should be in the 50 to 70% correct range. Revising items so that they discriminate the top quarter of the sample for the bottom quarter will increase both reliability and validity.

Validity refers to the extent to which an assessment technique measures what it is supposed to measure. In designing test, questionnaire, or interview items it is important to sample the content of the behavioral objectives (content validity), which re-emphasizes the need for a prior conceptual framework of career development. Objectivity can be defined as the degree of similarity of observations or assessments made by two or more reporting sources. For example, if a teacher's observations of a student's sense of destiny control and planfulness is confirmed by a counselor's rating of the student's educational planning activities, a degree of objectivity is present. Often two different methods of assessing a program objective are available for comparison (con-current validity). Assessing the current achievement or attitudes of a student in order to predict future achievement or attitudes (predictive validity) is often the most difficult. For example, if we wish to assess the student's decision-making skills as demonstrated by the use of study or leisure time in order to predict skills used in post high school career planning, we need longitudinal data.

Often one uses school records, behavioral observations, or tests as indirect indicators of the attainment of instructional goals when direct measures are not feasible. Closely related to the use of indirect indicators is inferring the presence of some quality such as destiny control or ego strength to bridge the gap between the indicator and the behavior of concern (construct validity). For example, it's difficult to directly measure respect for workers (Objective V) and positive attitude toward self (Objective I); but we might infer such qualities by tests of awareness and understanding of worker contributions as well as by observing student behavior in classroom small group activity. The more indirect the assessment indicator is the more difficult it is to interpret the results of a local needs study. For example, making inferences about student self-esteem from attendance records is a questionable technique, especially when used in isolation.

In using any assessment technique with any population including students, staff, and community, it is important to be aware of the phenomenon of the "self-fulfilling prophecy." The self-fulfilling prophecy refers to the influence on people's responses which comes from their perception of the capability of the assessment agent to satisfy their needs. For example, if students perceive that the teacher or counselor asking about their career needs is sincerely interested and capable of helping them, the results will be more accurate.

Another validity factor in needs assessment is the trust level between the assessment population and the assessors. Concerns about who is going to see the data and how is the data going to be used along with potential objections to invasion of privacy can significantly affect validity. An honest explanation to everyone concerned as to the purpose of the needs study, how the information will be used, and who it will be shared with is a necessary ethical and practical responsibility.

Another assessment procedural concern is the sampling methods used. Needs assessment must consider all relevant populations including students, graduates, parents, and other community residents, teachers, and administrators; and in some instances state and federal agencies. Considering a balanced approach to the quality of each implementation step, it is usually not feasible to sample every person in each relevant population. A random sample of 5 to 15 percent of the assessment population is often practical. If the sample is selected with some degree of randomness or known bias factors are sampled on a stratified random basis, the data are less expensive to obtain, analyze, and interpret.

## TESTS AND QUESTIONNAIRES

. . .The following survey might be used to determine what junior or senior high students' needs are in the area of personal decision-making and life planning.

### PREASSESSMENT SURVEY

DIRECTIONS: Decide if you agree or disagree with each of the following statements. If you mostly agree, blacken T on the answer sheet. If you mostly disagree, blacken F on the answer sheet.

1. It is almost impossible to plan your life in advance because so much depends on luck or chance.
2. The decisions you make now have a big effect on your life in later years.
3. Upon graduation from high school, a final career choice should be made.
4. In the early high school years it is wise to keep your ideas about the future flexible.
5. As far as choosing leisure activities, spouse, or occupation is concerned, something will come along sooner or later.
6. It's probably just as easy to be successful in one occupation as it is in another.
7. By the time you are 15, you should have your mind pretty well made up about the occupation you intend to enter.

Choose the best answer:

8. The best single source of information for occupational research is the
   a. Occupational Outlook Handbook
   b. Newspaper want ads
   c. Dictionary of Occupational Titles
   d. Employment Opportunities by the State Employment Service
9. In personal occupational planning, each student should study
   a. Approximately three occupations
   b. All occupations
   c. The skills of personal planning
   d. One occupation

(cont.)

10. Tests can best help a student determine
    a. Values
    b. Interests
    c. Odds of success and failure
    d. Both a and b

The following questionnaire gathering information from senior high students was used in planning a comprehensive K-12 career education program.

## SURVEY OF SENIOR HIGH STUDENT ATTITUDES REGARDING CAREER DEVELOPMENT

Name _______________ (optional)

Grade _______________

1. How do you feel about the help available in selecting electives?

    _____ a. about right

    _____ b. more than necessary

    _____ c. too little help--explain _______________________

    ______________________________________________

2. Whose advice did you consider in selecting electives? (Check as many as apply)

    _____ a. teacher

    _____ b. counselor

    _____ c. parents

    _____ d. friends

3. Have you had your school record (file in the Guidance Office) explained to you? _____yes _____no (if so, what items were explained? Check as many as apply)

    _____ a. standardized test scores

    _____ b. grades

    _____ c. other information

    If yes, how helpful was it? _____much _____some _____none

    If no, do you feel it would be helpful? _____yes _____maybe _____no Why or why not? _______________________

    ______________________________________________

(cont.)

4. How much have courses you are taking or have taken in school influenced your thinking in your future education and career development? List the most influential courses: __________

______________________________________________

______________________________________________

5. How many different occupations have you considered up to now?

_____ none
_____ 1
_____ 2-3
_____ 4-10
_____ more than 10

6. Are you interested in education beyond high school? _____yes

_____no If yes, who has influenced you?

_____ parents
_____ teachers
_____ counselors
_____ friends
_____ religious contacts
_____ other

7. If yes, what type of education are you considering? (Check those that apply)

_____ a. Four-year college
_____ b. Junior college (two years)
_____ c. Technical or vocational school
_____ d. Other
_____ e. None

8. What type of encouragement for post high school education have you received?

Parents:

_____ encouraged college only
_____ encouraged college or technical or trade school
_____ no encouragement noticed

Teachers:

_____ encouraged college only
_____ encouraged college or technical or trade school
_____ no encouragement noticed

(cont.)

Counselors:

_____ encouraged college only

_____ encouraged college or technical or trade school

_____ no encouragement noticed

9. How do people important to you feel about your educational and vocational plans?

| | Approve | Disapprove | Don't Know |
|---|---|---|---|
| Parents | | | |
| Teachers | | | |
| Counselors | | | |
| Friends | | | |
| Others | | | |

10. What would you suggest for education on careers? (Check those that apply)

_____ a. more counseling

_____ b. more reading of autobiographies

_____ c. more classroom study of different jobs

_____ d. none of the above

11. List the school subject areas where different types of work (careers) have been discussed: _______ _______ _______

_______ _______ _______

12. Who was the most helpful to you in making your present career decisions? Indicate the order of importance by numbering 1, 2, etc.

_____ Teacher

_____ Counselor

_____ Parent

_____ Friend

_____ Yourself

_____ Religious contacts

_____ Job contacts

_____ No one

(cont.)

13. Who was most helpful in exposing you to the ideas of work and different occupations and life style? Indicate the order of importance by numbering 1, 2, etc.

_____ Teacher

_____ Counselor

_____ Parent

_____ Friend

_____ Yourself

_____ Religious contacts

_____ Job contacts

_____ No one

14. Was there anyone in high school available to talk about occupations, to listen to your interests and evaluate your capabilities? _____yes _____no. If so, what area did he represent? (Examples: Math, Counseling, Science, Ind. Arts, etc.) ______________________________

15. Is there a need for more specific programs in helping students to make career decisions in all academic areas? _____yes _____no

a. At what grade level? ____________________

b. In what specific areas? ________________

c. Any specific programs? _________________

16. Was the 9th grade career planning unit worthwhile? _____yes _____no. If yes, check the areas where your knowledge was increased:

_____ self-knowledge

_____ skill in decision making

_____ knowledge of vocations

_____ knowledge of educational opportunities

17. How helpful were the results of interest inventories used in the career planning unit?

_____ very helpful

_____ some help

_____ no help

(cont.)

18. Do you feel that an elective course at the senior high level should be offered which is specifically designed to aid a student in post high school planning? _____yes _____no _____ don't know.
If yes, what would you like to have included in this course? Check as many as apply:

_____ self-knowledge

_____ skill in decision making

_____ knowledge of vocations

_____ knowledge of educational opportunities

A comprehensive study of student career development needs prepared by the Research and Development Division of the American College Testing Program is available from:

ACT Publications
P.O. Box 168
Iowa City, Iowa 52240
Title "Nationwide Study of Student Career Development: Summary of Results"
ACT Research Report Number 61, November 1973
Price $1.00

The study results are based on a national sample of 32,000 students in 200 schools and focus on three areas:

What students say about their needs.

What students have done about career exploration and planning.

What students know about occupations and career planning.

Another project report that can be sent for is entitled "Toward Accountability--A Report on the Mesa Approach to Career Guidance, Counseling, and Placement," 1973. This project report covers needs assessment, planning, and evaluation and is available from:

Byron E. McKinnon
Coordinator of Guidance
Mesa Public Schools
Guidance Services Center
14 West Second Avenue
Mesa, Arizona 85202

## STUDENT OUTCOME OBJECTIVES

In order to provide a conceptual framework for career development learning activities which can be infused into all areas of the curriculum, a three-level set of goals and objectives is provided. The model of career education elaborated here has five basic goals centered around self-esteem, decision-making, life style and vocational exploration, interpersonal competence, and work ethic. Elaborating each of the five basic goals are five or six performance objectives. At the third level of specificity there are two or three behavioral objectives subsumed under each performance objective. It is suggested that any career education model encompass a set of goals and objectives K-12.

### AN EXAMPLE FRAMEWORK OF STUDENT OUTCOME OBJECTIVES

I. To implement a positive self-concept with awareness of personal characteristics as they relate to career roles.

  A. Analyzes strengths in terms of skills, developed abilities, interests and potential for growth.

    1. The student can relate strengths and personal resources to preferred life style.

    2. The student can project and support a plan for personal development through educational-vocational planning.

  B. Analyzes personal values in terms of tentative career plans and projected life style.

    1. The student can identify the values inherent in tentative life style plans.

    2. The student can prioritize values in relationship to tentative life style.

    3. The student demonstrates skill in resolving value conflicts between personal values and the environmental press of projected career-life style planning.

  C. Analyzes the social roles and life style implications of tentative career plans.

    1. The student can describe the social behavior expectations of preferred occupation(s) and relate this to self-concept.

    2. The student can describe the range of personal freedom to implement self-concept in a variety of occupation(s).

(cont.)

D. Describes the potential sources of satisfaction and self-expression in the preferred occupation(s).

1. The student can relate psychological needs to tentative life career plans.

2. The student can project satisfaction of economic needs through tentative career plans.

3. The student describes ways in which interests and talents can be expressed through tentative career plan(s) and life style(s).

E. Analyzes personal values and needs for achievement in terms of career aspirations.

1. The student describes in a positive way success needs and actively copes with fears of failure.

2. The student compares success aspirations with workers in the various occupation(s).

F. Demonstrates personal contributions to society.

1. The student participates in work experiences such as entry level jobs and describes contributions through work.

2. The student participates in family, school, and community activities and describes contributions.

II. To apply decision-making skills to personal life planning.

A. Analyzes tentative life style plans with a decision-making model.

1. The student describes aspirations, alternative courses of action and the field forces affecting goal attainment.

2. The student formulates sequential short- and long-range tentative plans with identification of decision strategies used.

B. Realistically predicts the probable consequences of tentative personal plans.

1. The student describes the outcomes of tentative career decisions in terms of personal goals and effects upon significant others.

(cont.)

2. The student can describe the odds of success and failure of personal plans from a personal viewpoint.

3. The student modifies tentative personal plans in the light of new information and chance factors.

C. Exhibits responsibility for the consequences of educational-vocational decisions and personal goal striving.

1. The student accurately attributes to oneself the elements of status for which one is personally responsible.

2. The student takes the required action to implement personal plans on a reality test basis.

D. Demonstrates coordinated decision-making in various life spheres and periods of time.

1. The student relates educational, occupational, family life, and recreational decisions into an integrated tentative life style.

2. The student projects into the future the consequences of decisions made now.

E. Exhibits planful use of resources in achieving personal aspirations.

1. The student's use of time and energies is congruent with stated goals.

2. The student budgets resources over long periods of time.

F. Utilizes the major informational resources needed in personal decision-making.

1. The student examines critically the advice given by significant others.

2. The student utilizes appropriate criteria for evaluating information.

III. To acquire increasing knowledge of educational-vocational possibilities, as well as experience in work related settings.

A. Describes the necessary preparation for a variety of occupation(s).

1. The student describes the educational and training requirements for personal career goals.

(cont.)

2. The student identifies the sources of financial assistance for any necessary education or experience.

3. The student describes the various job ladder progressions of several occupations.

B. Utilizes technical and nontechnical resources for gathering information about occupations.

1. The student critically evaluates and uses occupational information from school and mass media sources.

2. The student critically evaluates and uses occupational information from the community.

3. The student critically analyzes work related experiences.

C. Studies in detail the worker satisfactions and dissatisfactions in various career fields.

1. The student analyzes the sources of potential frustrations, satisfactions, dissatisfactions in the various career fields.

2. The student describes the financial compensation at various steps of the career ladder of a variety of occupation(s).

3. The student analyzes the ethical questions which confront workers and projects personal solutions.

D. Identifies the sources of power in various task situations and describes their potential personal effects.

1. The student describes the formal and informal power structures in various organization and career fields.

2. The student describes the potential effects of various leadership styles and organizational decision-making in task situation(s).

3. The student describes the potential personal implications of worker organizations such as unions and professional associations.

E. Makes personal career plans which take into account social, economic, and technological changes.

1. Describes the possible effects of social, economic, and technological changes upon preferred occupational role(s).

(cont.)

2. Identifies the common elements in occupation(s) which may transfer to other fields.

F. Experiences aspects of an entry level position in the school setting or in the community.

1. The student prepares for consideration by an employer when choosing from several job applicants.

2. The student applies job seeking skills, including application and interview procedures.

3. The student analyzes the compensations and promotional possibilities in entry job experience.

IV. To develop and apply the interpersonal competency skills required in preferred career and life style plans.

A. Identifies interpersonal characteristics necessary for various occupational role(s).

1. The student describes personal career potential in terms of interpersonal skills.

2. The student describes personal areas for growth in terms of interpersonal skills needed for career life style and develops an action plan.

B. Copes with the power exercised by others in work and work-related situations in ways which are self-rewarding.

1. The student correctly assesses formal and informal power structures in educational and work settings.

2. The student maintains a personal integrity in the face of different and sometimes conflicting expectations of others.

3. The student uses constructive problem-solving skills in conflict situations.

C. Exhibits interdependence and cooperation in task situations.

1. The student exhibits an awareness of the needs of others in task situations.

2. The student shares in the success of group goal attainment.

D. Displays knowledge and skill in applied group dynamics and work organization.

(cont.)

1. The student analyzes the structures and processes involved in productive group efforts.

2. The student is a contributing member of a work group or related organization.

E. Demonstrates effective use of interpersonal communication in work and work related situations.

1. The student clarifies and evaluates the messages and instructions of others.

2. The student communicates messages and instructions to others in a helpful manner.

3. The student receives and gives feedback and suggestions.

V. To develop a respect for work, including its personal, as well as its social, contributions and implications.

A. Describes ways in which careers allow movement between work, play, and creative leisure.

1. The student identifies ways in which career(s) affect personal growth and independence.

2. The student explains how work experiences and leisure activities can relate.

B. Describes work as a major means of changing one's personal environment, as well as society in general.

1. The student describes how he can work for personal and social changes within a variety of occupation(s).

2. The student describes social problems of today which future workers might help alleviate.

C. Understands the important and changing contributions of women and minority groups to society.

1. The student describes the effects on men and women of the breaking down of the traditional sex roles.

2. The student describes the effects of minority group discrimination.

D. Debates the ethic of individual success versus the ethic of collective striving for social well-being.

1. The student relates career aspirations to personal, as well as social, well-being.

(cont.)

2. The student identifies potential conflicts between personal and social well-being and possible compromises.

3. The student describes the interdependence of all workers in contributing to the well-being of society.

E. Identifies the changing meanings of work over time and across cultures.

1. The student can describe pre-industrial and industrial work ethics.

2. The student can begin to develop a personal work ethic based upon an increasingly service-oriented society.

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## *"CREATING AN IMPLEMENTATION PLAN"*

### Session II: Developing and Structuring

Note to Leader:

This session is designed to help participants set and prioritize objectives, analyze available resources, and consider possible strategies for change.

Instructions:

a. Describe the agenda for the session and set time allotments for the activities.

b. Have participants reconvene in their small groups and share briefly (5 minutes each) their "Rationale" (Session I).

c. Have small groups select a recorder and ask them to brainstorm strategies for change in their own areas (15 minutes). At the end of 15 minutes ask recorder to report these strategies and place them on newsprint or on blackboard for other participants to see. Summarize. (The leader may also wish to put these on mimeo and distribute them to all participants.)

d. Hand out "Career Development Programs: Strategies for Integration," "Building Strategies Worksheet," and the "BORN FREE Preliminary Implementation Plan Worksheet." Ask participants to use these plus continued reading and other strategies in Goal VI in further developing their plans. In particular, have them focus on the "BORN FREE Preliminary Implementation Plan Worksheet" as a structure in developing their plan.

Resources Needed:

| | |
|---|---|
| Handouts: | "Career Development Programs: Strategies for Integration"<br>"Building Strategies Worksheet"<br>"BORN FREE Preliminary Implementation Plan Worksheet" |
| References: | Havelock (1973), Blocher (1975) |

Outcome Criterion:

Participants will complete the "Building Strategies Worksheet," transferring that information to the "BORN FREE Preliminary Implementation Plan Worksheet."

## *CAREER DEVELOPMENT PROGRAMS: STRATEGIES FOR INTEGRATION*

The following are suggested strategies for integrating career development programs into elementary schools.

1. Identify developmental tasks to be mastered by students at different stages of school, using some conceptual or theoretical framework.

2. Do a careful documentation and needs assessment through examining national, state, and local data.

3. Plan for attending to change process by a) identifying support groups (e.g., level teams), b) identifying ways to get support at policy and decision-making levels (long-range planning structure), and c) obtaining administrative commitment (written public support).

4. Coordinate efforts and activities through a central structure--counseling staff, career learning center, media center, library.

5. Identify all career-oriented activities in all parts of the school (overall career education plan at school).

6. Identify all career exposure or cooperative education efforts in each of the schools in the district (field trips, career days, etc.).

7. Identify what each school is doing to promote the career development of its students from kindergarten through sixth grade (or the highest level in elementary schools).

8. Identify career information facilities and resources available centrally or in various units, e.g., career resource center, library, media center, counseling department.

9. Provide training opportunities for faculty in career development concepts and ways of integrating into each discipline, with special emphasis on attracting the other sex into nontraditional fields.

10. Involve parents and former students of the various schools in a systematic effort to bridge the gap between education and work.

11. Identify ways in which sex-role stereotyping in the attitudes, behaviors, practices, and policies of schools limits or expands career options.

## *BUILDING STRATEGIES WORKSHEET*

1. Review strategies VI.F.1., "Change Strategy Brainstorm," and VI.F.2., "Commitment to Change Strategies."
2. Make a list of strategies you feel are possible using the strategies above, those from small-group brainstorms, and others you feel are appropriate.
3. Now, go back and put list in priority with most important being number one.
4. List pros and cons for each strategy.
5. Now, translate your strategies to the "BORN FREE Preliminary Implementation Plan Worksheet."

## BORN FREE PRELIMINARY IMPLEMENTATION PLAN

## WORKSHEET

| Strategy | Resources | Need Area | Target Pop. | Behavioral Goals | Who's Responsible | Evaluation | When | Cost | Go No-Go |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |

VI.G.2.
Session II
(cont'd)

## *"CREATING AN IMPLEMENTATION PLAN"*

### Session III: Implementing and Evaluating

Note to Leader:

This session is designed to help participants further develop their plans, paying close attention to process objectives, staff development, prioritizing of strategies, and initiating/monitoring activities.

Instructions:

a. Describe the agenda for the session and set time allotments for the activities.

b. Have participants reconvene in their small groups and share briefly (5 minutes each) the completed work from Session II. Allow sufficient time for participants to react to the work completed and provide suggestions for other participants.

c. Continuing in small groups, have participants discuss the variables of implementation (see "Important Questions to Consider"), with particular emphasis placed on evaluation (see attached handouts on evaluation).

d. Summarize. Leader should present short overview on consultation including various methods of evaluation. Ask participants to complete their "BORN FREE Preliminary Implementation Plan Worksheet" and prepare to present a brief summary of their plan in Session IV.

Minimum Time Required: 45 minutes, sharing and reacting to preliminary plans
45 minutes completion of preliminary plan

Resources Needed:

Handouts: BORN FREE Preliminary Implementation Plan Worksheet (from Session II)
"Important Questions to Consider"
"Evaluation as an Integral Part of a Program"
"Some Definitions of Evaluation"

References: Havelock (1973; Davis, Alexander, and Yalom (1974); Tennyson, Hansen, Klaurens, and Antholz (1975); Benson (Chap. 3 - Use of Consultation, 1975); Parker (1975); Argyris (1973)

Outcome Criterion:

Participants will complete the BORN FREE Implementation Plan Worksheet" and complete outline of their BORN FREE Implementation Plan for their home institutions.

## *IMPORTANT QUESTIONS TO CONSIDER*

(To be used with the BORN FREE Preliminary Implementation Plan Worksheet)

1. What is my commitment? How much time and energy can I give to this plan?

2. Have I conducted an adequate systems diagnosis/needs assessment? Have I developed my goals, objectives, rationale? What is my conceptual framework?

3. Do I know my support system (formal/informal, direct/indirect)?

4. Where/who are my resources (human, financial, other)?

5. Have I identified the strategies for change? The strategies for implementation? What are the alternative strategies?

6. What time lines have I developed?

7. How will I evaluate the elements of my implementation plan?

8. What resistances are apparent? How do I hope to handle these resistances? Are there areas of potential resistance?

9. What incentives/rewards will I provide for those involved in the change process?

10. Are my consultation skills adequate? What are my deficiencies in this area? Who/what might assist me in this process?

11. What is the real substance of my implementation plan? Is it realistic? Is it feasible? Is it manageable?

12. Have I obtained commitment from those to be affected by the change (e.g., administrators, teachers, parents)?

## EVALUATION AS AN INTEGRAL PART OF A PROGRAM

| | | |
|---|---|---|
| WHY? | Needs Assessment | What needs can you cite that justify the existence of this program? |
| WHAT? | Developing Objectives | What are your objectives in the program, i.e., what objectives will the program accomplish to meet the needs under "Why"? |
| HOW? | Program Planning | How will you design the program so that it will meet its objectives? |
| HOW WILL YOU KNOW? | Evaluation | What kinds of information should be gathered so that you know if the "HOW" is meeting the "WHAT" for the "WHY"? |

## *SOME DEFINITIONS OF EVALUATION*

1. A process designed to assist management to obtain reasonably objective information about projects and programs in a regular fashion so that lessons learned can be applied to current planning decisions and future operations.

2. The process of determining the value or effectiveness of something for the purpose of decision making.

3. The process of determining the decision areas of concern and then selecting, collecting, analyzing, and providing significant information to help decision makers choose among alternatives.

4. a. It begins with the question "What are the consequences?" rather than the more limiting question "What are the objectives?"

   b. Its style of inquiry is more aptly characterized by the word "exploration" than the word "control."

   c. It sees the role of the evaluator as that of social scientist rather than that of a teacher, missionary, or reformer.

   d. Its purpose is to provide more complex bases for informed judgment.

## *"CREATING AN IMPLEMENTATION PLAN"*

### Session IV: Sharing and Wrap-Up

Note to Leader:

This session is designed to provide wrap-up on implementation plans. Participants will share the outline of their plan with their small group.

Instructions:

a. Describe the agenda for the session and set time allotments for the activities.

b. Have the small groups reconvene. Ask each group to select a recorder to record the highlights of the implementation plan.

c. Ask participants to share their outline of their implementation plan in their small group. Group members are to serve as resource persons, providing reactions and suggestions to the plans.

d. Have the recorders report the highlights of the plans to the large group.

e. Summarize.

f. Have the participants submit two copies of their outlines to the leader for critiques and suggestions. The leader should then return one copy of the critiqued plan to the participants for use in further development of their plan.

Minimum Time Required: 1 1/2 hours

Resources Needed:

References: Havelock (1973); Blocher (1975); Jones, Dayton, and Gelatt (1977)

Outcome Criterion:

Participants will complete and share their BORN FREE Implementation Plan with the entire group, providing the completed copy for the session leader.

## "Resource Brainstorming"

VI. Goal: (FOR PARENTS AND EDUCATORS) PARTICIPANTS WILL DEVELOP STRATEGIES FOR MAKING CONSTRUCTIVE CHANGES IN THEIR HOME EDUCATIONAL INSTITUTIONS.

H. Objective: Apply assertiveness skills to being a change agent in their own institutions.

1. Learning Strategy:

Note to Leader:

Participants often bring wide varieties of knowledge and experience about resources in the career development, sex-role area. Brainstorming is often an effective way to raise awareness of the types of resources available and to coordinate their use.

Distributing copies of the resources brainstormed by the groups to all participants may be done at the end of the strategy. Providing specific information about where the resources could be obtained is also important.

Instructions:

a. Explain goal and objective of strategy.

b. Have participants use "Selected Interventions" and "Resources Section" of Part IV of the Elementary Literature Review and their own experiences to brainstorm resources available in the following topic areas. Write short descriptions about their use at the participants' level of concern.

   1) elementary career development
   2) child development
   3) sex-role stereotyping
   4) interventions to reduce sex-role stereotyping
   5) organizational development
   6) community resources
   7) change processes

Minimum Time Required: 30 minutes

Resources Needed:

Materials: Pencils, paper; interventions and resources sections of Elementary Literature Review (Pelcak et al., 1977)

Outcome Criterion:

Participants will list one resource for each of the above seven areas and describe its use for their level of concern.

## "Interventions"

VI. Goal: (FOR PARENTS AND EDUCATORS) PARTICIPANTS WILL DEVELOP STRATEGIES FOR MAKING CONSTRUCTIVE CHANGES IN THEIR HOME EDUCATIONAL INSTITUTIONS.

H. Objective: Apply assertiveness skills to being a change agent in their own institutions.

2. Learning Strategy:

Instructions:

a. Explain goal and objective of strategy.

b. Show text of "Part IV" of Elementary Literature Review, which deals with "interventions."

c. Use the following discussion questions as guidelines:

1) How would using one of these interventions work in your classroom? What changes would have to be made?

2) How could you integrate classroom strategies on career development and sex-role stereotyping to effectively reduce sex-role stereotyping in career development?

3) Would it be possible to integrate some of these interventions and resources directly into your curriculum? This would be a very effective way to intervene.

Minimum Time Required: 30 minutes

Resources Needed:

Handouts: Elementary Literature Review, "Selected Interventions" section, Part IV (Pelcak et al., 1977)

Outcome Criteria:

Participants will reflect in their journals on how to utilize interventions and resources.

Participants will develop plans to integrate measures to reduce sex-role stereotyping in career development into their classroom curriculum.

## *GIRLS AND BOYS ARE ALIKE*[1]

Girls and boys are alike because girls and boys both

Go to school together
Live together
Sit together
Eat together

When grown up

Marry each other
Love each other
Take care of each other

Boys aren't stronger than girls. Boys with muscles are stronger than girls. Girls with health are stronger than boys.

Boys and girls work together, but not on the same jobs and not on the same pay, because boys think girls are different and they're not!

--Colleen Quilliam, 9, F.
Commack, New York

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[1] From: Larrick, N. and Merriam, E. Male and female under 18. New York: Avon Books, 1973.

# XIII. REFERENCES

# REFERENCES

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# APPENDIX

## A. BORN FREE PRODUCTS AND PUBLICATIONS

BORN FREE is a training and development program to broaden the range of career options for both women and men. Funded through the Women's Educational Equity Act Program, U.S. Office of Education, the program aims to create transportable career development training modules (training packets, workshop designs, nine videotapes, and viewers' guides) for parents, teachers, counselors, and administrators at all educational levels, kindergarten through higher education. The shortened title of Project BORN FREE is an acronym that expresses exactly what the project is about: Build Options, Reassess Norms, Free Roles through Educational Equity.

The 14 schools and higher education institutions participating in the project are Lincoln Elementary, Sunrise Junior High, and Mariner High School in White Bear Lake; Webster Elementary, Mounds Park Junior High, and Washington High School (replacing the St. Paul Open School, which participated in the Project during the first year) in St. Paul; Harley Hopkins Elementary, North Junior High, and Eisenhower High School in Hopkins. The higher education institutions involved in BORN FREE are Lakewood Community College, Normandale Community College, #916 Vocational Technical Institute, CLA Career Planning Office (University of Minnesota), and Augsburg College, Minneapolis.

During the first year of project operation, teams of teachers/professors and counselors/student personnel workers were named in each setting to identify needs and assess the career-related sex-role stereotyping in existence. Together with project staff from the University, primarily graduate students in Counseling and Student Personnel Psychology, the teams produced training materials to reduce career-related sex-role stereotyping in educational institutions. These materials and one completed videotape, "A World of Options," were field-tested at a local BORN FREE Summer Institute in 1977 at the University of Minnesota. Forty counselors, teachers, and administrators from the 14 institutions participating in BORN FREE attended the two-week Institute.

In the second year of project operation, the 40 participants from the local Summer Institute worked with the field-site members from the first year to implement BORN FREE activities in their respective schools and colleges. These activities have included in-service workshops and field-testing BORN FREE training materials.

The University of Minnesota staff served as consultants to the field-site teams during BORN FREE's second year. In addition, the staff revised the field-tested training materials, completed the remaining videotapes, developed the Video Viewers' Guides, and completed product and process reports. The University staff has consisted of a director, two administrative assistants, one general project assistant, three project assistants/consultants, one media specialist, three evaluators, a full-time secretary and a part-time clerk-typist. All of the staff except the secretary had a part-time appointment, mostly half-time.

A BORN FREE National Institute was held June, 1978, at the University of Minnesota. Over one hundred educators were selected to attend the institute. According to the original plan for the institute, each state was to be represented by one counselor and one instructor or administrator from various developmental levels, kindergarten through higher education. This plan was followed, for the most part, although the composition of the group varied somewhat due to variability in the quality and quantity of applications received from each state. The revised training materials and almost all nine videotapes were field-tested with this national group of educators. Upon their return home, the National Institute participants have begun to implement plans for infusing the BORN FREE goals and materials into their respective states and/or institutions. Each state implementation plan was a collaborative effort on the part of all participants from that respective state.

The institute was the last major activity prior to making final product revisions, completing project reports, and terminating the first two years of the project as of August 31, 1978. Attached is a list of the products and publications completed by staff in the two-year period.

## I. PRINT TRAINING MATERIALS

These three training packets, combined with videotapes, form the core of the BORN FREE training materials. Each packet consists of 1) an introductory section with self-contained guidelines for users, 2) a set of experiential and cognitive learning strategies designed to help educators and parents change their attitudes and behaviors to expand career options for both women and men, 3) reprints of numerous articles and handouts used in the strategies, 4) a specially compiled Fact Pack with statistics on the status of women and men in the labor force, 5) an extensive set of references.

Hansen, L. S.; Pelcak, D.; Perreault, G.; & Dege, D. BORN FREE Training Packet to Reduce Sex-Role Stereotyping in Career Development: Elementary Level, August, 1978.

Hansen, L. S.; Hatfield, T.; Johnson, D.; Teeson, T.; Harper, J.; & Perreault, G. BORN FREE Training Packet to Reduce Sex-Role Stereotyping in Career Development: Secondary Level, August, 1978.

Hansen, L. S.; Perreault, G.; Lofgren, G.; Follett, C.; Watt, M. A.; & Boe, A. BORN FREE Training Packet to Reduce Sex-Role Stereotyping in Career Development: Postsecondary/Higher Education Level, August, 1978.

## II. VIDEOTAPE TRAINING MATERIALS

BORN FREE has produced nine half-hour color videotapes and viewers' guides which are an integral part of the training materials. The tapes were built around developmental themes of career socialization drawn from the literature reviews. They were also based on problems identified in systems analyses completed by pilot institutions. The tapes were developed by L. Sunny Hansen, Director, and Phyllis Kragseth, Media Specialist, with technical production by University Media Resources, Arnold Walker, Executive Producer. Dolores Dege coordinated development of the viewers' guides. The tapes consist of interviews and vignettes largely of students, parents, and staff in the BORN FREE pilot institutions. "BORN FREE: A World of Options" received the Best Videotape Award in the American Personnel and Guidance Association Film Festival in Washington, D. C., March, 1978. It is hoped that the tapes eventually will be shown on broadcast television. However, they will be used primarily in programs and workshops for educators and parents to promote sex equity in career options.

Videotape No. 1 - BORN FREE: A World of Options
Viewers' Guide: Dolores Dege, Beverly Mills-Novoa, and L. Sunny Hansen

Videotape No. 2 - Men: Choices and Changes
Viewers' Guide: Dolores Dege, Tim Hatfield, Beverly Mills-Novoa, and L. Sunny Hansen

Videotape No. 3 - Women: Choices and Changes
Viewers' Guide: Dolores Dege, Gerri Perreault, Beverly Mills-Novoa, and L. Sunny Hansen

Videotape No. 4 - The Joy of Choosing
Viewers' Guide: Dolores Dege, Sue Warsett, L. Sunny Hansen, and Beverly Mills-Novoa

Videotape No. 5 - Parenting - Three Generations
Viewers' Guide: Dolores Dege, Phyllis Kragseth, L. Sunny Hansen, and Beverly Mills-Novoa

Videotape No. 6 - Parents as Influencers
Viewers' Guide: Dolores Dege, Phyllis Kragseth, Beverly Mills-Novoa, and L. Sunny Hansen

Videotape No. 7 - Schools as Influencers
Viewers' Guide: Dolores Dege, Doug Pelcak, L. Sunny Hansen, and Beverly Mills-Novoa

Videotape No. 8 - Colleges as Influencers
Viewers' Guide: Dolores Dege, Barbara Lofgren, Beverly Mills-Novoa, and L. Sunny Hansen

Videotape No. 9 - Why Change?
Viewers' Guide: Dolores Dege, Gerri Perreault, L. Sunny Hansen, and Beverly Mills-Novoa

The video viewers' guides, designed for workshop leaders, consist of a general introductory section on the purpose of the project, the tapes and guides, and a discussion of how the materials can be integrated into training workshops. Brief information is provided on career development, sex-role socialization, and change process, as well as on the development, rationale, and format of the tapes. A section on guidelines for showing the tapes reviews aspects of group process and provides discussion hints for conducting workshops on this topic. The last part of each guide presents an overview of the purpose of each tape, a summary of initial field-test results, and a set of questions relating to each tape segment. (Approximately 20 pages each.)

## III. SUPPLEMENTARY TRAINING MATERIALS

The reviews of literature are designed to provide documentation of the need for attention to reducing sex bias in career development of all persons. They attempt to answer the questions, "What do we know about 'career socialization' at different levels of development?" and "What can we do through home, school, and college to reduce the barriers and expand the facilitators of career options for women and men?"

### A. Reviews of Literature

Pelcak, D., et al. Selected Review of the Literature on Career Development and Sex-Role Stereotyping at the Elementary Level. Technical Report No. 1, August, 1977. (64 pages)

Johnson, D.; Harper, J.; Hatfield, T.; Teeson, T.; & Hansen, L. S. Selected Review of the Literature on Career Development and Sex-Role Stereotyping at the Secondary Level. Technical Report No. 2, August, 1977. (100 pages)

Follett, C.; Watt, M.; Hansen, L. S.; et al. Selected Review of the Literature on Career Development and Sex-Role Stereotyping at the Postsecondary/Higher Education Level. Technical Report No. 3, August, 1977. (113 pages)

### B. Evaluation Reports

BORN FREE completed extensive evaluation of both its products and process. The product evaluation reports provide data on the validation of the training packets and the videotapes. They also report on the effectiveness of the BORN FREE training designs carried out in one state workshop and one national institute. Some data are also provided on workshops developed in pilot institutions.

The process reports provide exploratory evaluation of the process by which BORN FREE was carried out in the 14 pilot schools and colleges over a two-year period. The change process is analyzed according to the Rand Model of Educational Change, examining what happened as field-site staff, in consultation with University staff, made plans for initiation, implementation, and continuation of BORN FREE efforts in their institutions. The reports can be extremely useful to those attempting to bring about educational change in the area of sex equity in career options.

Warsett, S. Evaluation Report on Field Testing of Color Video Cassette and Training Packets. Technical Report No. 4, August, 1977. (65 pages)

Warsett, S. *Evaluation Report on BORN FREE Videotapes, Training Packets and Selected Workshops*. Technical Report No. 9, August, 1978. (approximately 100 pages)

Keierleber, D. *Evaluation of the 1977 BORN FREE Summer Institute: A Workshop Model to Reduce Career-Related Sex-Role Stereotyping*. Technical Report No. 5, August, 1977. (79 pages)

Penn, P. *Evaluation of the 1978 BORN FREE National Institute: A Workshop Model to Reduce Career-Related Sex-Role Stereotyping*. Technical Report No. 10, August, 1978. (approximately 75 pages)

Keierleber, D., & Hansen, L. S. *Evaluation of Educational Change Process in Project BORN FREE Institutions, 1976-77*. Technical Report No. 6, WEEA, USOE, College of Education, U of M, Mpls., May, 1978. (117 pages)

Krusemark, F. *Evaluation of the Educational Change Process in Project BORN FREE Institutions, 1977-78*. Technical Report No. 8, August, 1978. (approximately 100 pages)

Keierleber, D. *Case Summaries of the Educational Change Process in Project BORN FREE Institutions, 1976-77*. Technical Report No. 7, WEEA, USOE, College of Education, U of M, Mpls., May, 1978. (109 pages)

## IV. PROJECT PROGRESS REPORTS

Project Progress Reports describe the internal development of Project BORN FREE over the two-year period. They describe each component of the project, provide brief statements of developments in project institutions, present evaluation highlights, include sample instruments and newsletters, discuss the process by which project goals were carried out, and give a candid appraisal of problems and progress in carrying out a project of this scope.

Hansen, L. S., & Jones, L. Project BORN FREE *First Quarterly Report*, Women's Educational Equity Act, United States Office of Education, Department of Health, Education, and Welfare, College of Education, U of M, Mpls, December, 1976. (25 pages)

Hansen, L. S. Project BORN FREE *Second Quarterly Report*, WEEA, USOE, College of Education, U of M, Mpls., March, 1977. (31 pages)

Hansen, L. S. Project BORN FREE *Third Quarterly Report*, WEEA, USOE, College of Education, U of M, Mpls., June, 1977. (26 pages)

Hansen, L. S., & Mills-Novoa, B. Project BORN FREE *Annual Report*, September 9, 1976-August 31, 1977. WEEA, USOE, College of Education, U of M, Mpls., October, 1977. (37 pages)

Hansen, L. S., & Mills-Novoa, B. Project BORN FREE First Quarterly Report, September 1, 1977-December 31, 1977. WEEA, USOE, College of Education, U of M, Mpls., 1978. (39 pages)

Hansen, L. S., & Mills-Novoa, B. Project BORN FREE Second Quarterly Report, January 1, 1978-March 31, 1978. WEEA, USOE, College of Education, U of M, Mpls., 1978. (49 pages)

Hansen, L. S., & Mills-Novoa, B. Project BORN FREE Third Quarterly Report, April 1-June 30, 1978. WEEA, USOE, College of Education, U of M, Mpls., 1978. (48 pages)

Hansen, L. S., & Mills-Novoa, B. Project BORN FREE Final Report, September 1976-1978. WEEA, USOE, DHEW, College of Education, U of M, Mpls., September, 1978. (approximately 65 pages)

## V. INFORMATION SHARING

### A. Publications

Hansen, L. S., & Keierleber, D. BORN FREE: A Collaborative Consultation Model for Career Development and Sex-Role Stereotyping. Personnel and Guidance Journal, March, 1978, 395-399.

Hansen, L. S. An Applied Developmental Model to Reduce Career-Related Sex-Role Stereotyping in Educational Institutions. In Resocialization of Sex-Roles (E. Waters and J. Goodman, Eds.). Washington, D. C.: National Vocational Guidance Association. (In press)

### B. Papers Presented at National Conferences*

Johnson, D. "BORN FREE: Career-Related Sex-Role Stereotyping in Educational Institutions - Literature Review and Systems Analysis." Paper presented at American Psychological Association National Convention, San Francisco, CA, August 29, 1977.

Keierleber, D. "BORN FREE: Reducing Career-Related Sex-Role Stereotyping in Educational Institutions - Process and Product Evaluation." APA, San Francisco, CA, August 29, 1977.

Hansen, L. S. "BORN FREE: Reducing Career-Related Sex-Role Stereotyping - Staff Development and Change Process." APA, San Francisco, CA, August 29, 1977.

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*Numerous other workshops were held and speeches presented for local, state, and national conferences, organizations, and institutions.

Hansen, L. S. "An Applied Developmental Intervention to Reduce Career-Related Sex-Role Stereotyping in Elementary, Secondary, and Higher Education Settings." Paper presented as part of a symposium on "Educational Intervention to Promote Female Development--A Life Span View." APA, San Francisco, CA, August 27, 1977.

Hansen, L. S. "BORN FREE: Change Process Evaluation of a Psycho-educational Intervention to Reduce Career Sex-Role Stereotyping for Women and Men." Paper presented as part of a Symposium on "Cross-Cultural Sex Differences" at the American Educational Research Association Annual Convention, Toronto, Canada, March 30, 1978.

## C. Project Information

The following brochures, summaries, and newsletters have been created to provide descriptive information about the project and the materials for those interested in issues of sex equity for both women and men.

Mills-Novoa, B., & Hansen, L. S. Project Abstract, March, 1978.

Mills-Novoa, B., & Staff. BORN FREE News. Bi-monthly newsletter to promote communication among BORN FREE institutions. The initial 14 schools and institutions of higher education participating in the project are Lincoln Elementary, Sunrise Junior High, and Mariner High School in White Bear Lake, MN; Webster Elementary, Mounds Park Junior High, and Washington High School in St. Paul, MN; Harley Hopkins Elementary, North Junior High, and Eisenhower High School in Hopkins, MN; Lakewood Community College in White Bear Lake, MN; Normandale Community College in Bloomington, MN; Special Intermediate School District #916 in White Bear Lake, MN; College of Liberal Arts Career Planning Office (University of Minnesota) in Minneapolis, MN; and Augsburg College, Minneapolis, MN. The newsletter has been expanded to include the 107 participants in the 1978 National Institute as well as others around the nation concerned about sex bias in career options.

Hansen, L. S. BORN FREE Products and Publications. A listing and brief description of all the modules and reports produced by Project BORN FREE in the first two years of its existence.

Boe, D. Project Logo. The yellow and orange project logo, an original design, has been distributed as a public relations tool to arouse interest in BORN FREE and create awareness of the problems the project addresses.

Dege, D. Videotape Abstracts. A one-page description of each of the nine BORN FREE videotapes.

Kragseth, P. Videotape Overview. A brief description of the developmental themes and content of each of the nine BORN FREE videotapes.

## VI. DISSEMINATION

Materials will be reviewed for dissemination by the Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160, (617) 969-7100 or 1-800-225-3088. EDC is the official WEEA project dissemination contractor.

Because of USOE dissemination restrictions, the length of our packets and reports, and budget limitations, we are unable to engage in general dissemination. However, selected conference papers and reports are available (while supply lasts) for cost of reproduction and mailing.

For copies of abstract, information papers, or sample of training materials, or to be put on newsletter mailing list for BORN FREE Network, contact:

L. Sunny Hansen, Professor and Director
Project BORN FREE
139 Burton Hall, 178 Pillsbury Drive SE
University of Minnesota
Minneapolis, MN 55455
(612) 373-0202 or 373-5558

For dissemination information, contact:

Dissemination Center for Women's Educational Equity Act Program
Education Development Center
55 Chapel Street
Newton, MA 02160
(617) 969-7100 or 1-800-225-3088

## B. SELECTED MATERIALS: ELEMENTARY

### PRINTED MATERIALS

### Sex Roles

Bostick, N., Kaspar, P., & Sallan, N. How to deal with sex-role stereotyping: At a school board meeting, in a workshop, in the classroom. Cupertino, Calif.: Choice for Tomorrow, 1976

Specific suggestions for dealing with sex stereotyping in a variety of situations. The suggestions for classroom activities to be used with both girls and boys are particularly good.

Council on Interracial Books for Children and the Foundation for Change. Sexism and racism in popular basal readers 1964-1976. New York: Racism and Sexism Resource Center, 1976.

An analysis of the roles and stereotypes of females, males, and racial minorities in five series of readers.

Emma Willard Task Force on Education. Sexism in education. Minneapolis, Minn., 1973.

Good information and tools to be used in the classroom and for in-service training sessions.

Ernest, J. Math and sex. Santa Barbara, Calif.: University of California, 1976.

Focuses on the way sex-role stereotyping directs girls and women out of mathematical areas and the implications of this trend.

Frazier, N., & Sadker, M. Sexism in school and society. New York: Harper and Row, 1973.

Excellent analysis regarding issues related to sex bias in schools. Includes brief bibliography of related materials.

Gersoni-Stavn, D. (Ed.). Sexism and youth. New York: R.R. Bowker Co., 1974.

Anthology of works about sex-role stereotyping: socialization, school influences, media, toys, games. Excellent collection.

Guttentag, M., & Bray, H. Undoing sex stereotypes. New York: McGraw-Hill, 1976.

Very effective combination of a literature review, classroom exercises.

Johnson, L. O. (Ed.). Nonsexist curricular materials for elementary schools. Old Westbury, N.Y.: The Feminist Press, 1974.

A valuable aid for elementary school teachers who are concerned with sexism in the classroom.

McGraw-Hill Book Company. Guidelines for equal treatment of the sexes in McGraw-Hill Book Company publications. New York: McGraw-Hill, 1976.

Guidelines and rules for avoiding sex bias in curriculum materials and other publications.

Merriam, E. Boys and girls, girls and boys. New York: Holt, Rinehart, and Winston, 1972.

An excellent book on both sexism and racism. All of the children are shown doing and thinking about things without regard to race or sex stereotypes. Illustrations are good, showing White, Black, and Asian children.

National Education Association. Education for survival. Washington, D.C.: Office of Education (HEW), 1973. (ERIC Document Reproduction Service No. ED 09984.)

A report that summarizes one year's activities of examining stereotypes in elementary and secondary education. The most outstanding portions deal with sex-role socialization, teacher behaviors that facilitate and perpetuate sexism, and effects of media on stereotyping.

National Organization for Women. Materials for sex-equality education for use by teachers, parents, and young people. Champaign, Ill.: Greater Champaign Area Chapter, 1974. (ERIC Document Reproduction Service No. ED 099894.)

Provides materials and strategies to raise awareness of sexism of parents and teachers. Questionnaires, teaching activities, lesson plans, and classroom materials are included.

Ross, P. Young and female. New York: Random House, 1972.

Eight first-person accounts of American women who have had to overcome the limited role assigned to women.

Rothchild, N. Sexism in the schools: A handbook for action. Mahtomedi, Minn., 1973. (ERIC Document Reproduction Service No. ED 090108.)

Deals with sex bias in educational systems, athletics, children's books, classrooms, and the impact of stereotyping on children. Particularly helpful in assisting parents and other community people to understand their school system.

Sprung, B. Non-sexist education for young children: A practical guide. New York: Citation Press, 1975.

Good resource for non-sexist classroom materials.

Stacey, J., Bereaud, S., & Daniels, J. (Eds.). And Jill came tumbling after: Sexism in American education. New York: Dell, 1974.

Comprehensive essays on how school processes encourage sex bias and foster sex-role stereotyping.

Wangen, W., & Wagner, S. Choices: Learning about changing sex roles. Minneapolis, Minn.: Jenny Publishing Company, Inc., 1977.

This is a kit that comes in two levels, primary and intermediate elementary grades. Excellent collection of classroom activities on sex roles--highly recommended! Users' guide and posters are included.

Women on Word and Images. Dick and Jane as victims: Sex stereotyping in children's readers. Princeton, N.J.: Women on Words and Images, 1975.

Analysis of elementary school readers for aspects of sex-role stereotyping.

## Career Education

Council on Interracial Books for Children and the Foundation for Change. Racism in career education materials: How to detect it and how to counteract its effects in the classroom. New York: Racism and Sexism Resource Center, 1975.

Guide to dealing with biased career education materials.

Egan, J. Resource book of low-cost materials for career education. Palo Alto, Calif.: American Institutes for Research in the Behavioral Sciences, 1974. (ERIC Document Reproduction Service No. ED 101212.)

Excellent annotated bibliography of materials, chidren's literature, and sex-role stereotyping related to career education.

Ryan, C., & Young, J. Influencers on the career development of elementary school children. Augusta, Maine: Maine State Department of Educational and Cultural Services, 1973. (ERIC Document Reproduction Service No. ED 111196.)

The effects of reading materials on the career awareness of elementary school children.

## Sex Roles and Career Education

Vetter, L., Lowry, C., & Burkhardt, C. Sugar and spice is not the answer: A parent handbook on the career implications of sex stereotyping. Columbus, Ohio: The Center for Vocational Education, 1977.

Excellent handbook for parents on their role in sex stereotyping and career directions for their children. Good resource listings.

## AUDIO-VISUAL MATERIALS

## Sex Roles

Oakland Unified School District and the Far West Laboratory for Educational Research and Development (Producer). Changing images: Confronting career stereotypes and Women emerging: Comparing cultural expectations. Washington, D.C.: Office of Education, 1972.

Changing images: Confronting career stereotypes is a 15-minute, 16mm black and white film that illustrates the concept of the process of changing sex-role stereotypes in a fourth grade class in an Oakland school.

Women emerging: Comparing cultural expectations is a 27-minute, 16mm black and white film that depicts the development, over a four-month period, of a multi-ethnic women's studies class in a Berkeley experimental public high school. A handbook comes with these films.

Stanford Center for Research and Development in Teaching and Far West Laboratory for Educational Research and Development (Producer). Hey, what about us?, I is for important, and Anything they want to be. Washington, D.C.: Office of Education, 1972.

These films illustrate behavioral instances of sex-role stereotyping in physical, social, emotional, and intellectual activities in schools, between teachers and students, and among students. They are accompanied by a handbook.

## Career Education

Agency for Instructional Television (Producer). Bread and butterflies: A curriculum guide in career development. Bloomington, Ind., 1974.

Fifteen films on career development (with an awareness of sex-role stereotyping) for 9- to 12-year-olds, combined with teachers' curriculum guide. A student guide and workbook, My bread and butterflies career book, also has been published.

Scholastic Book Service. Explore. Englewood Cliffs, N.J., 1976.

An excellent career education resource for grades four, five, and six. The package contains three units, each with four filmstrips, a teaching guide, and student logbooks.

Teaching Resources Films. You can be anything. Mount Kisco, N.Y., 1975.

A very good career education package for primary level. It has four filmstrips, four tapes, and a teaching manual.

## Sex Roles and Career Education

Randour, M. L. Rationale for the TV career awareness project. Paper presented at the American Psychological Association Annual Meeting in San Francisco, August, 1977, and Television Career Awareness Project-TVCAP (Producer). "Freestyle." Career Awareness Division of the Education and Work Group at the National Institute of Education.

A series of 26 films for elementary children (9 to 12 years old) designed to promote sex-fair career development in children. They have identified nine instructional objectives which provided the framework for development: (1) Androgynous Behavior, (2) Non-traditional Activities, (3) Limitations of Stereotyping, (4) Risk Taking, (5) Cinderella Myth, (6) Leadership roles for Females, (7) Luck, (8) Independence, Initiation, and (9) Nurturing Males.

## C. FACT PACK

CONTENTS

- A. Life Expectancy . . . . . . . . FP 1
- B. Marital Status of Older Americans . . . . . . . . FP 2
- C. Legal Rights Based on Age . . . . . . . . FP 2

D. U.S. Population:

  - Minorities Undercounted . . . . . . . . FP 2
  - Distribution by Age and Sex (1900-1975) . . . . . . . . FP 3

E. Poverty:

  - Persons in Poverty . . . . . . . . FP 4
  - Families in Poverty . . . . . . . . FP 4
  - Change in Poverty Status of U.S. Families 1960-1974 . . . FP 5
- F. "Disabled People in the U.S.: Facts and Figures" . . . . . . . . FP 5
  (Article from Interracial Books for Children Bulletin, 1978)

G. Labor Force

  - Changes in Participation Rate of Women (1950-1976) . . . . FP 11
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## INTRODUCTION

What follows is a sampling of the kinds of information available which is very useful as background material for doing BORN FREE training programs. Persons planning to be involved in such programs would find the material published by the Women's Bureau of the U. S. Department of Labor extremely valuable. A list of their publications can be obtained by writing them. Also very useful is the newsletter (On Campus with Women) and other materials available free from the Project on the Status and Education of Women.

Project BORN FREE also recommends that, where possible, workshop leaders try to obtain data that is broken down by race, class, and sex so that one can see more clearly the positions of these respective groups. For example, a chart that gives the income of only women and men would obscure the fact that women of minority racial groups are on the bottom of such charts.

Attention should also be paid to the fact that different sources use different definitions and data analysis in arriving at conclusions. For example, a chart listing median income of women and men will be different from one listing mean or average income, as will one that includes full-time workers and part-time workers vs. a chart that covers only full-time workers.

### A. Life Expectancy

While life expectancy for both women and men in the U. S. has increased substantially in this century, the increase has been greater for women. The average female born in the U. S. in 1973 will live 7.7 years longer than the average male.

-- Taken from Minnesota Women: A Profile, 1977, p. 1.

Assuming that the 1973 death rates do not change in the future, 80% of female children will live to the age of 65 as compared with only 65% for male children. (But at age 65, life expectancy is 13 years for men and 17 years for women.)

-- Taken from "Facts About Older Americans 1975," U.S. Department of Health, Education, and Welfare.

Female-male ratios: In 1973 for people 65 and older in the U. S., the ratio of women to men was 143-100. In the year 2000, it is expected to be 154-100.

-- Taken from "Facts About Older Americans 1974," U.S. Department of Health, Education, and Welfare

Minority infant mortality is twice that of white.
Minorities live five years less than whites.

-- Taken from "What Are the Results of Racism?" 1977

## B. Marital Status of Older Americans

(These are 1974 figures.)

Older men: 79% are married
Older women: 52% are widows
(more than five times as many widows as widowers)

Distribution:

| | Men | Women |
|---|---|---|
| Married | 78.9% | 38.7% |
| Widowed | 14.4 | 52.4 |
| Divorced | 2.2 | 2.6 |
| Never married | 4.6 | 6.3 |

-- Taken from "Facts About Older Americans" (n.d.)

## C. Legal Rights Based on Age

Age discrimination in the United States is illegal in employment for persons 40-65. (For further details, contact U. S. Department of Labor, Wages and Hour Division, Washington, D. C. 20210.)

On the state level, there are 36 states with age discrimination laws.

In Minnesota, for Minnesota residents 62 or older, legislation passed in 1975 enables them to take classes at any public post-secondary educational institution in the State when space is available after all tuition-paying students have been accommodated. To take classes for credit, an administration fee of $2.00 per credit has to be paid.

-- Source Unknown

## D. U. S. Population

Minorities Undercounted:

The New York Times reported on April 25, 1973, that the 1970 census missed 1.9% of whites and 7.7% of Blacks; the undercount for Black children was 8.6%. The U. S. Commission on Civil Rights in April of 1974 stated that persons of Spanish speaking background were undercounted by appreciably more than 7.7%.

The following were the figures reported by the Bureau of the Census for U.S. Population, 1970:

| | |
|---|---|
| 177,749,000 | Whites |
| 22,580,000 | Blacks |
| 5,023,000 | Mexicans |
| 2,483,000 | Other Spanish origin |
| 1,450,000 | Puerto Ricans (mainland) |
| 793,000 | Native Americans |
| 591,000 | Japanese |
| 435,000 | Chinese |
| 343,000 | Filipino |

-- Taken from "Did the U. S. Census Undercount Minorities?" 1975

Distribution by Age and Sex (1900-1975):

Table 1

Percent Distribution of the Population by Age and Sex: 1900 to 1975

(Resident population as of July 1 for 1975
and as of April 1 for other years)

| Sex and year | All ages | Under 15 years | 15 to 24 years | 25 to 44 years | 45 to 64 years | 65 years and over |
|---|---|---|---|---|---|---|
| WOMEN | | | | | | |
| 1975......... | 100.0% | 24.0% | 18.2% | 24.9% | 20.8% | 12.1% |
| 1970......... | 100.0 | 27.2 | 17.2 | 23.5 | 20.9 | 11.2 |
| 1960......... | 100.0 | 30.1 | 13.3 | 26.3 | 20.3 | 10.0 |
| 1950......... | 100.0 | 26.2 | 14.8 | 30.4 | 20.2 | 8.5 |
| 1940......... | 100.0 | 24.8 | 18.4 | 30.5 | 19.4 | 7.0 |
| 1930......... | 100.0* | 29.4 | 18.7 | 29.5 | 16.9 | 5.4 |
| 1920......... | 100.0* | 32.1 | 18.3 | 29.4 | 15.3 | 4.7 |
| 1910......... | 100.0* | 32.7 | 20.2 | 28.6 | 14.0 | 4.4 |
| 1900......... | 100.0* | 34.8 | 20.2 | 27.4 | 13.3 | 4.1 |
| MEN | | | | | | |
| 1975......... | 100.0 | 26.4 | 19.4 | 25.3 | 20.1 | 8.8 |
| 1970......... | 100.0 | 29.8 | 17.7 | 23.7 | 20.2 | 8.5 |
| 1960......... | 100.0 | 32.1 | 13.5 | 26.0 | 20.0 | 8.5 |
| 1950......... | 100.0 | 27.5 | 14.6 | 29.7 | 20.4 | 7.7 |
| 1940......... | 100.0 | 25.3 | 18.0 | 29.8 | 20.2 | 6.7 |
| 1930......... | 100.0* | 29.4 | 17.9 | 29.4 | 18.0 | 5.3 |
| 1920......... | 100.0* | 31.5 | 17.[illegible] | 29.7 | 16.9 | 4.6 |
| 1910......... | 100.0* | 31.5 | 19.2 | 29.7 | 15.1 | 4.2 |
| 1900......... | 100.0* | 33.9 | 19.0 | 28.7 | 14.1 | 4.0 |

*Includes persons with age not reported, not shown separately.

-- Taken from A Statistical Portrait of Women in the U.S., 1976

## E. Poverty

### Persons in Poverty:

Females who were low income outnumbered males by more than four million in 1975. The 15 million females living in poverty accounted for three out of five persons (58 percent) who were low income in the U. S.

Although the poverty rate of women exceeded that of men in virtually every age group, the greatest differential occurred among those persons 65 years and over. There were 2.3 million low income women and about 1 million low income men in this age group (see tables which follow):

Table 2: Persons Living in Poverty, by Sex and Age, 1976

| Age | Number (in thousands) | | Poverty rate | |
|---|---|---|---|---|
| | Women | Men | Women | Men |
| Total, 16 years and over | 10,034 | 5,736 | 12.2% | 7.7% |
| 16 to 21 years | 1,785 | 1,341 | 14.4 | 11.1 |
| 22 to 44 years | 3,640 | 2,098 | 10.7 | 6.4 |
| 45 to 54 years | 1,071 | 617 | 8.9 | 5.5 |
| 55 to 59 years | 590 | 342 | 10.4 | 6.7 |
| 60 to 64 years | 622 | 350 | 12.6 | 8.0 |
| 65 years and over | 2,326 | 988 | 17.9 | 10.8 |

Source: U.S. Department of Commerce, Bureau of the Census: Current Population Reports, P-60, No. 107. September 1977. (Advance Report)

-- Taken from Women with Low Incomes, November 1977, pp. 1-2.

### Families in Poverty:

The number of low income families in the United States was 5.3 million in 1976. Of the 56.7 million families in the United States in 1976, women headed 7.7 million. Although women were only 14 percent of all family heads, they made up 48 percent of all low income family heads. Further, Black women, who accounted for 4 percent of all family heads, were 21 percent of all those with low incomes. Spanish-origin women headed 1 percent of all families but were 5 percent of all low-income family heads.

About one-third of all families headed by women were low income--more than five times the 5.6 percent rate for male-head families. About 1 out of 4 (25 percent) families were headed by a white woman but 2 out of 4 (50%) of those headed by Black women were low income.

-- Taken from Women with Low Incomes, November 1977, p. 6.

Change in Poverty Status of U. S. Families 1960-1974:

Between 1960 and 1974 in the United States, there was a substantial decrease in the number of male-headed and husband-wife families in poverty. At the same time, there have been increases in the number of female-headed families in poverty, particularly among those with dependent children:

| | |
|---|---|
| Male-headed and husband-wife: | -56% |
| Male-headed and husband-wife with dependent children: | -55% |
| Female-headed: | +20% |
| Female-headed with dependent children: | +46% |

-- Taken from Newsletter (#13), 1978, p. 4.

## F. Disabled People in the U. S.: Facts and Figures

See article on the next seven pages, pp. FP 6-12.

-- Taken from Interracial Books for Children Bulletin, 1978.

## *DISABLED PEOPLE IN THE U.S.: FACTS AND FIGURES*[1]

*How many disabled people are there in the U.S.?*

Not until the 1970 Census was there any attempt to identify the numbers of disabled persons in the U.S. That survey was seriously limited in that the questions asked dealt solely with whether or not a person had a health or physical condition which affected his or her "ability to work." The 1970 Census showed a total adult population of 121 million in the typically accepted employable age-range of sixteen to sixty-four years. Of this total, there were just under 11.3 million persons with disabilities which had existed for six months or longer. The census, therefore, concluded that one in every 11 people in the U.S.--over 9 per cent of the population--has a disability.

These figures, however, do not reveal the total number of disabled persons. Many disabled persons *do* work; hence, their condition is not an impediment to employment. These people were not counted. The figure was low for another reason. Because of the stigma society attaches to disability, many disabled people did not *identify* themselves as disabled. Finally, the 1970 Census did not include disabled people under sixteen and over sixty-four or those in institutions.

The American Coalition of Citizens with Disabilities estimates that 36 million people in the U.S.--one in six--have physical and/or developmental disabilities. A figure close to this one is predicted for the 1980 Census, which will be based on a considerably expanded definition of disabilities.

*What statistics are available on specific types of disabilities?*

11.7 million (or more) physically disabled people (including 1/2 million who use wheelchairs; 3 million who use crutches, canes, braces or walkers; plus mobility-impaired elderly, amputees and those people with illnesses such as chronic arthritis, severe cardiovascular disorders and cerebral palsy);

12.5 million temporarily injured (broken limbs, injuries to back or spine, severe burns);

2.4 million deaf;

11 million hearing impaired;

1.3 million blind;

8.2 million visually impaired;

6.8 million developmentally disabled (retarded, severely emotionally disturbed, brain damaged, severe learning disabilities);

1.7 million homebound (due to chronic health disorders or degenerative diseases like multiple sclerosis); and

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[1] From: Interracial Books for Children Bulletin, 8 (6&7), 1978, 20-21.

2.1 million institutionalized (mentally retarded, developmentally disabled, terminally ill). This figure includes an unknown number of persons who are disabled and forced into institutions for economic reasons alone. Many people with severe cerebral palsy, for example, could be leading independent lives in the community if they had money--income from the government or from a job.

Some persons fall into more than one of the above categories.

*How many disabilities are due to injuries received on the job?*

Disabling work injuries in the U.S. totalled approximately 2.5 million in 1973, about 90,000 of these resulting in permanent disability. This can be largely attributed to unsafe working conditions.

COMPARATIVE INCOME OF EMPLOYED DISABLED PEOPLE

For every dollar earned by a non-disabled white male in 1969, disabled people made the following:

| | |
|---|---|
| White male | $ .60 |
| White woman | (not available) |
| Black male | .25 |
| Black woman | .12 (less than) |

Figures are only for the age range 45-54, one of the higher income-producing age brackets. Source: "Employment Problems of Disabled Persons," *Monthly Labor Review*, March, 1977.

*How many were disabled by the Vietnam war?*

Some 490,000 veterans were disabled by the Vietnam war.

*What are the income differences between the disabled and non-disabled?*

The annual earnings of disabled workers are approximately 70 per cent those of non-disabled workers, according to the U.S. Department of Labor. A household with a disabled adult must make do with a third less income than other households (this does not take into account the extra expenses that may be incurred by a disability). Of disabled people, 36 per cent live in poverty[2] as opposed to 20 per cent of the general population. The proportion of disabled people at the lowest poverty level--15 per cent--was almost twice that of the general population--8 per cent--in 1973.

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[2] The federal government's definition of poverty is considered by many to be absurdly and unrealistically low.

*How many disabled people are unemployed?*

In a society where people's marketability depends largely on physical appearance, disabled persons--particularly women--are often excluded from the job market. The U.S. Department of Labor estimates that 58 per cent of disabled people are unemployed. A New York City advocacy organization estimates that 64 per cent of those disabled New Yorkers who have a skill and *can* work are unemployed. In California, an estimated 3.5 million disabled people between the ages of sixteen and sixty-four are job ready but cannot find work. Only about one in ten of the people trained in so-called "special workshops for the handicapped" finds work after training. A recent study shows that only 21 per cent of disabled young adults are employed or at college. The remaining 79 per cent of disabled young adults are underemployed, unemployed or institutionalized.

*What barriers do disabled persons face?*

If a person becomes disabled, expenses go up while income goes down (maximum welfare benefits are frequently as low as $168 a month). Equipment when needed--wheelchairs, braille typewriters, hearing aids, etc.--is exorbitantly priced. Some disabled people require "health care providers" or "homemakers," attendants who must be paid. And in order to have mobility, disabled people may need specially equipped cars or vans--another exorbitant expense--since "public" transportation is often inaccessible. Disabled people who are employed can spend double or triple the carfare of non-disabled people to get to work. Lack of interpreters and communication devices effectively exclude blind and deaf people from attending meetings, movies or other events and make such crucial requisites as going to a hospital extremely difficult.

Disabled people are stared at and harassed. They are frequently mugged or raped. They are also ignored. They are demeaningly referred to as "cripple," "handicapped," "deformed," "abnormal," etc. They are seen as retarded, overly sensitive, easily hurt, weak, shy, non-sexual or sexually perverse. As pointed out in the article "Media Portrayals of Disabled People" societal attitudes do not reflect the reality of disabled people's capabilities. "Our bodies make us disabled, but society makes us handicapped," said one individual at a New York State hearing that preceded the 1977 White House Conference on Handicapped Individuals.

In the past two years, thousands of complaints about job discrimination have been filed by disabled persons. Yet out of every ten complaints filed with the Federal Office of Contract Compliance, only two were acted upon.

*What barriers confront school-age children?*

Although children with disabilities represent over ten per cent of the school age population in the U.S., many have been excluded from public schools because of societal attitudes or accessibility problems, not because they were unable to learn. These children have been forced into isolation in their homes or in institutions. Where they have been admitted to public schools, many children have been relegated to segregated programs "out of sight" of the regular student body. Nationwide, only 50 per cent of 7 million disabled children are receiving an education which is at all adequate to meeting their needs, according to the New York State Council on Handicapped Individuals. The same council also states that only about 25 per cent of disabled pre-school children are enrolled in appropriate programs.

*What are some of the preventable causes of disabilities?*

While a disability can happen to anyone, the most frequent victims of disability are working class people, most particularly Third World people and females--that is, people who already face massive discrimination. Third World people are especially likely to suffer disabling accidents because they are forced to work at unsafe jobs with insufficient or no union protection and do not have enough money for adequate health care, diet, car maintenance and other needs. Children born into these population categories are more likely to have disabilities due to maternal malnourishment, the effects of job-related toxins on workers and maternal ingestion of unsafe drugs during pregnancy. (Childhood malnourishment, which is a result of poverty, can also cause disabilities.)

## ABOUT "MAINSTREAMING"

Note: The new federal legislation (PL 94142) does *not* mandate the mainstreaming of disabled students into regular classes. This law does state that no student can be denied a free public education regardless of the severity of the disability, and that this education must be provided in the "least restrictive environment." The least restrictive environment must be determined for each disabled child and does *not* necessarily mean placement in the regular classroom.

*How is discrimination against disabled people related to discrimination against women, minorities and older people?*

Disabled people are victims of economic and racial oppression, and their low status in the U.S., as compared with the status of non-disabled white males, is the result of a society that places a higher priority on material than on human values.

Disabled people--like racial minorities, women and older people--receive unequal treatment in the job market, in inadequate facilities and services for health care, and in the stereotyped and biased presentation they face in books and other media. Of all people, the most oppressed economically are disabled Third World women (see chart, page 20).

*What, if any, protection exists for disabled persons?*

Until four years ago, no federal law specifically prohibited discrimination against disabled persons. Under pressure from 800 disability rights groups, and after a much publicized sit-in by disabled people at the Lincoln Memorial, Congress passed the Rehabilitation Act of 1973. Section 504 prohibits any federally funded institution from excluding disabled persons from programs or facilities on the basis of their disability. However, the regulations to implement the new law were not signed until April 28, 1977--and then only after nationwide protest demonstrations.

*What do disability rights groups want?*

In recent years, an aggressive civil rights movement has been initiated by disabled persons. In their efforts to achieve equality, disabled people have been sitting-in, picketing, filing law suits and lobbying for the equal protection promised them but never received under the 14th Amendment.

SOURCES

*One in Eleven, Handicapped Adults in America*, The President's Committee on Employment of the Handicapped, Washington, D.C.

"The Handicapped, A Minority Demanding Its Rights," *New York Times*, Feb. 13, 1977. Includes statistics provided by the National Arts and the Handicapped Information Service and the National Center for Health Statistics.

"Handicapped No Longer Act Like It," *New York Times*, Oct. 2, 1977.

*D.I.A. Speaks*, published by Disabled in Action, May, 1977.

*The Coalition*, Vol. 1, No. 2, Fall, 1977, published by the American Coalition of Citizens with Disabilities, Washington, D.C.

"Employment Problems of Disabled Persons," *Monthly Labor Review*, March, 1977.

## G. Labor Force

Changes in Participation Rate of Women (1950-1976):

Table 3: Women in the labor force, annual averages for selected years, 1950-1976

(Numbers in thousands)

| Year | Labor force | | |
|---|---|---|---|
| | Total, both sexes | Women | |
| | | Number | Percent of total |
| 1950 ........... | 62,208 | 18,389 | 29.6% |
| 1955 ........... | 65,023 | 20,584 | 31.6 |
| 1960 ........... | 69,628 | 23,240 | 33.4 |
| 1965 ........... | 74,455 | 26,200 | 35.2 |
| 1970 ........... | 82,715 | 31,520 | 38.1 |
| 1975 ........... | 92,613 | 36,998 | 39.9 |
| 1976 ........... | 94,773 | 38,414 | 40.5 |

-- Taken from U. S. Working Women: A Databook, p. 5.

Age Changes of Women in Labor Force:

In 1975, 46 percent of all women 16 years of age and over were in the labor force, considerably higher than the 34 percent rate which prevailed 25 years earlier. The greatest gains in labor force rates since 1950 have been registered among women 20 to 54 years of age (see table which follows):

Table 4: Women Workers in 1950 and 1975

(Numbers in thousands)

| Age | 1975 | | | 1950 | |
|---|---|---|---|---|---|
| | Number | Percent of population | | Number | Percent of population |
| 16 years and over | 36,998 | 46.3% | | 18,389 | 33.9% |
| 16 and 17 years | 1,652 | 40.2 | | 611 | 30.1 |
| 18 to 64 years | 34,313 | 54.3 | | 17,195 | 37.2 |
| 18 and 19 years | 2,387 | 58.1 | | 1,101 | 51.3 |
| 20 to 24 years | 6,069 | 64.1 | | 2,675 | 46.0 |
| 25 to 34 years | 8,456 | 54.6 | | 4,092 | 34.0 |
| 35 to 44 years | 6,492 | 55.8 | | 4,161 | 39.1 |
| 45 to 54 years | 6,666 | 54.6 | | 3,327 | 37.9 |
| 55 to 64 years | 4,244 | 41.0 | | 1,839 | 27.0 |
| 65 years and over | 1,033 | 8.3 | | 584 | 9.7 |

-- Taken from Women Workers Today, 1976, p. 2.

Mothers in Labor Force:

The number of mothers in the labor force has increased more then threefold since 1950. There were 14.1 million mothers in the labor force in March 1975, an increase of 4.5 million in the last decade. The changes are graphically displayed in the following table which shows, for example, for mothers with children under 6 years old a change from 13.6% in 1950 to 38.9% in 1975.

Table 5: Labor Force Participation Rates of Mothers, Selected Years, 1950-1975

| Year | Mothers with children | | |
|---|---|---|---|
| | Under 18 years | 6 to 17 years | Under 6 years* |
| 1950 | 21.6% | 32.8% | 13.6% |
| 1955 | 27.0 | 38.4 | 18.2 |
| 1965 | 35.0 | 45.7 | 25.3 |
| 1975 | 47.4 | 54.8 | 38.9 |

*May also have older children.

Note: For 1950 and 1955, data are for April; for 1965 and 1975, data are for March.

-- Taken from Women Workers Today, 1976, pp. 3-4.

Minority mothers, like their white counterparts, have sharply increased their labor force participation in recent years. The greatest increase for both minority and white mothers has been among women with children under six years of age.

The participation rates for minority mothers have always been considerably higher than those for white mothers. Their increase in the last five years has not been so marked as their white counterparts, but their participation rate is still higher (58.1 percent vs. 47.5 percent) as the following chart indicates.

## Table 6: Percentage of Mothers in the Labor Force, by Race, Age of Children, and Marital Status of Mother, March 1976

| Age of children | All never married | Married (husband present) | Other marital status* |
|---|---|---|---|
| | **Minority** | | |
| Total | 58.1% | 58.3% | 57.7% |
| 6 to 17 years | 62.4 | 63.8 | 60.3 |
| Under 6 years | 53.3 | 53.2 | 53.8 |
| | **White** | | |
| Total | 47.5 | 44.8 | 66.0 |
| 6 to 17 years | 55.4 | 52.7 | 70.9 |
| Under 6 years | 37.7 | 35.5 | 57.2 |

*Widowed, divorced, or separated.
Source: U.S. Department of Labor, Bureau of Labor Statistics, unpublished data.

--Taken from Minority Women Workers: A Statistical Overview, 1977 (revised), p. 9.

Labor-Force Status of Family Members:
(For husband-wife families)

In March 1975, families where the husband and some other member were in the labor force constituted about half of the 46 million husband-wife families in the United States. Only about 38 percent of all husband-wife families had just one worker, as the following chart indicates.

Wife only in labor force: 3%
Husband only in labor force: 34%
Husband and wife in labor force: 41%
Husband and other in labor force: 8%
More than one family member in labor force, excluding husband: 1%
None in labor force: 12%
Other family member in labor force: 1%

-- Taken from Hayghe, "Families and the Rise of Working Wives," 1976, p. 16.

Yearly Income by Age and Sex (1960, 1970, 1974):

Table 7: Median Income of Year-Round Full-Time Civilian Workers 14 Years Old and Over with Income by Age and Sex: 1960, 1970, 1974

(Numbers in thousands. Medians in current dollars. Age as of March of the following year.)

| Age and sex | 1974 | | 1970 | | 1960 | |
|---|---|---|---|---|---|---|
| | Number | Median income | Number | Median income | Number* | Median income |
| **WOMEN** | | | | | | |
| Total with income ... | 18,017 | $6,957 | 15,518 | $5,440 | 10,337 | $3,296 |
| 14 to 19 years ........... | 467 | 3,875 | 335 | 3,783 | 311 | 2,450 |
| 20 to 24 years ........... | 2,704 | 5,849 | 2,224 | 4,928 | 1,223 | 3,155 |
| 25 to 34 years ........... | 4,411 | 7,604 | 2,899 | 5,923 | 1,795 | 3,549 |
| 35 to 44 years ........... | 3,410 | 7,418 | 3,081 | 5,531 | 2,553 | 3,404 |
| 45 to 54 years ........... | 3,943 | 7,359 | 3,865 | 5,588 | 2,581 | 3,296 |
| 55 to 64 years ........... | 2,716 | 7,044 | 2,690 | 5,468 | 1,541 | 3,275 |
| 65 years and over ........ | 365 | 6,085 | 423 | 4,884 | 283 | 2,838 |
| **MEN** | | | | | | |
| Total with income ... | 38,915 | $12,152 | 36,146 | $9,184 | 32,165 | $5,435 |
| 14 to 19 years ........... | 696 | 4,492 | 419 | 3,950 | 321 | 1,974 |
| 20 to 24 years ........... | 3,567 | 7,709 | 2,700 | 6,655 | 1,973 | 3,916 |
| 25 to 34 years ........... | 10,492 | 12,037 | 8,763 | 9,126 | 7,790 | 5,450 |
| 35 to 44 years ........... | 8,617 | 13,586 | 8,649 | 10,258 | 8,868 | 5,907 |
| 45 to 54 years ........... | 8,758 | 13,641 | 8,756 | 9,931 | 7,452 | 5,678 |
| 55 to 64 years ........... | 5,776 | 12,454 | 5,757 | 9,071 | 4,730 | 5,079 |
| 65 years and over ........ | 1,009 | 8,670 | 1,102 | 6,754 | 1,156 | 4,115 |
| **RATIO: WOMEN/MEN** | | | | | | |
| Total with income ... | 0.46 | 0.57 | 0.43 | 0.59 | 0.32 | 0.61 |
| 14 to 19 years ........... | 0.67 | 0.86 | 0.80 | 0.96 | 0.97 | 1.24 |
| 20 to 24 years ........... | 0.76 | 0.76 | 0.82 | 0.74 | 0.62 | 0.81 |
| 25 to 34 years ........... | 0.42 | 0.63 | 0.33 | 0.65 | 0.23 | 0.65 |
| 35 to 44 years ........... | 0.40 | 0.55 | 0.36 | 0.54 | 0.29 | 0.58 |
| 45 to 54 years ........... | 0.45 | 0.54 | 0.44 | 0.56 | 0.35 | 0.58 |
| 55 to 64 years ........... | 0.47 | 0.57 | 0.47 | 0.60 | 0.33 | 0.64 |
| 65 years and over ........ | 0.36 | 0.70 | 0.38 | 0.72 | 0.24 | 0.69 |

*Numbers were derived by multiplying total number of persons with income by the percent of year-round full-time workers with income; figures, therefore, are less exact than comparable ones for 1974 and 1970.

Source: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, Series P-60, Nos. 99, 80, and 37.

-- Taken from A Statistical Portrait of Women in the United States, 1976, p. 47.

Weekly Earnings by Sex (1967-1976):

Table 8: Median usual weekly earning of full-time wage and salary workers by sex, 1967-1976

| Year | Usual weekly earnings | | | | Women's earnings as percent of men's |
|---|---|---|---|---|---|
| | In current dollars | | In 1967 dollars | | |
| | Women | Men | Women | Men | |
| May of: | | | | | |
| 1967 ................ | $78 | $125 | $78 | $125 | 62% |
| 1969 ................ | 86 | 142 | 79 | 130 | 61 |
| 1970 ................ | 94 | 151 | 81 | 131 | 62 |
| 1971 ................ | 100 | 162 | 83 | 134 | 62 |
| 1972 ................ | 106 | 168 | 85 | 135 | 63 |
| 1973 ................ | 116 | 188 | 88 | 143 | 62 |
| 1974 ................ | 124 | 204 | 85 | 140 | 61 |
| 1975 ................ | 137 | 221 | 86 | 138 | 62 |
| 1976 ................ | 145 | 234 | 86 | 138 | 62 |

-- from U. S. Working Women: A Databook, p. 34

Earnings by Occupation and Sex (1974):

This chart is reproduced on the following page, FP 16.

Employed Persons by Sex and Occupation (1974):

This chart is reproduced on p. FP 17, and shows that women are concentrated in fewer occupational categories than men. One should note that though 15% of women are in the "professional and technical" category, this category includes the occupation of "teacher."

Earnings by Race and Sex (1964, 1974):

This chart is reproduced on p. FP 18, and is intended to show the effects of double discrimination--race and sex--by which minority women end up in the lowest income bracket.

Economic Need of Women in the Labor Force (1975):

This chart is reproduced on p. FP 19. It is intended to show that most women are working out of economic necessity, not just for self-fulfillment. It demonstrates that 68% of women in the labor force never married; are widowed, divorced, or separated; or are married with husband present who earns less than $10,000 per year.

This chart is intended to combat the argument that women shouldn't be working because they don't need it. One should note, however, that this argument has not been applied to men.

Table 9: Total Money Earnings of Civilian Year-Round Full-Time Workers, by Occupation Group and Sex, 1974

(Persons 14 years of age and over)

| Occupation group | Women | Men | Dollar gap | Women's earnings as a percent of men's | Percent men's earnings exceeded women's |
|---|---|---|---|---|---|
| Total | $6,772 | $11,835 | $5,063 | 57.2% | 74.8% |
| Professional, technical, and kindred workers | 9,570 | 14,873 | 5,303 | 64.3 | 55.4 |
| Managers and administrators | 8,603 | 15,425 | 6,822 | 55.8 | 79.3 |
| Sales workers, total | 5,168 | 12,523 | 7,355 | 41.3 | 142.3 |
| Retail trade | 4,734 | 9,125 | 4,391 | 51.9 | 92.8 |
| Other sales workers | 8,452 | 13,983 | 5,531 | 60.4 | 65.4 |
| Clerical workers | 6,827 | 11,514 | 4,687 | 59.3 | 68.7 |
| Craft and kindred workers | 6,492 | 12,028 | 5,536 | 54.0 | 85.3 |
| Operatives (including transport) | 5,766 | 10,176 | 4,410 | 56.7 | 76.5 |
| Service workers (except private household) | 5,046 | 8,638 | 3,592 | 58.4 | 71.2 |
| Farmers and farm managers | * | 5,459 | -- | -- | -- |
| Farm laborers and supervisors | * | 5,097 | -- | -- | -- |
| Nonfarm laborers | 5,891 | 8,145 | 2,254 | 72.3 | 38.3 |
| Private household workers | 2,676 | * | -- | -- | -- |

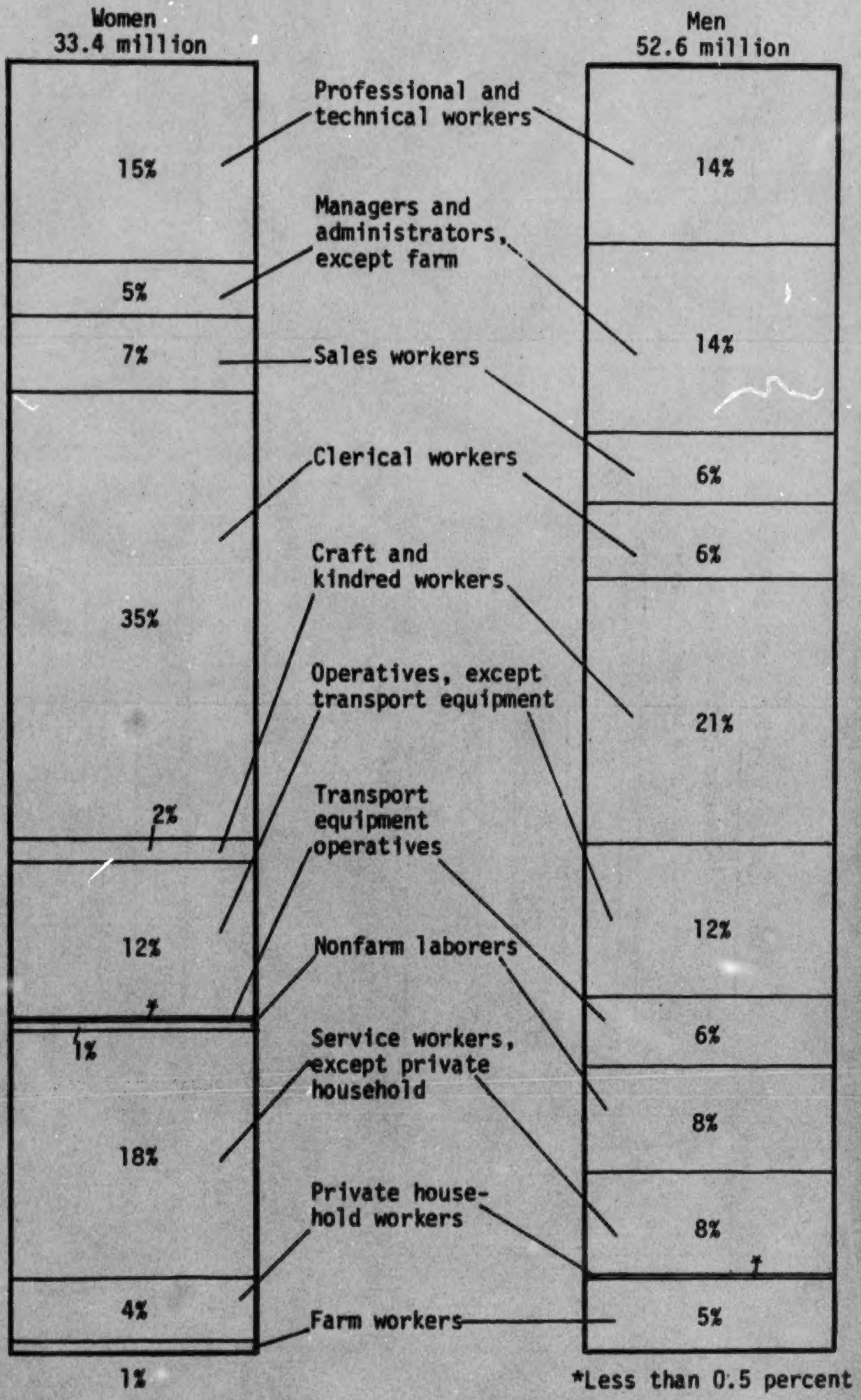
* Base less than 75,000.

Source: U.S. Department of Labor, Bureau of Labor Statistics: Current Population Reports, P-60, No. 101.

-- The Earnings Gap between Women and Men, 1976, p. 8

Table 10:
Employed
Persons by
Sex and
Occupation,
1974

(annual averages)

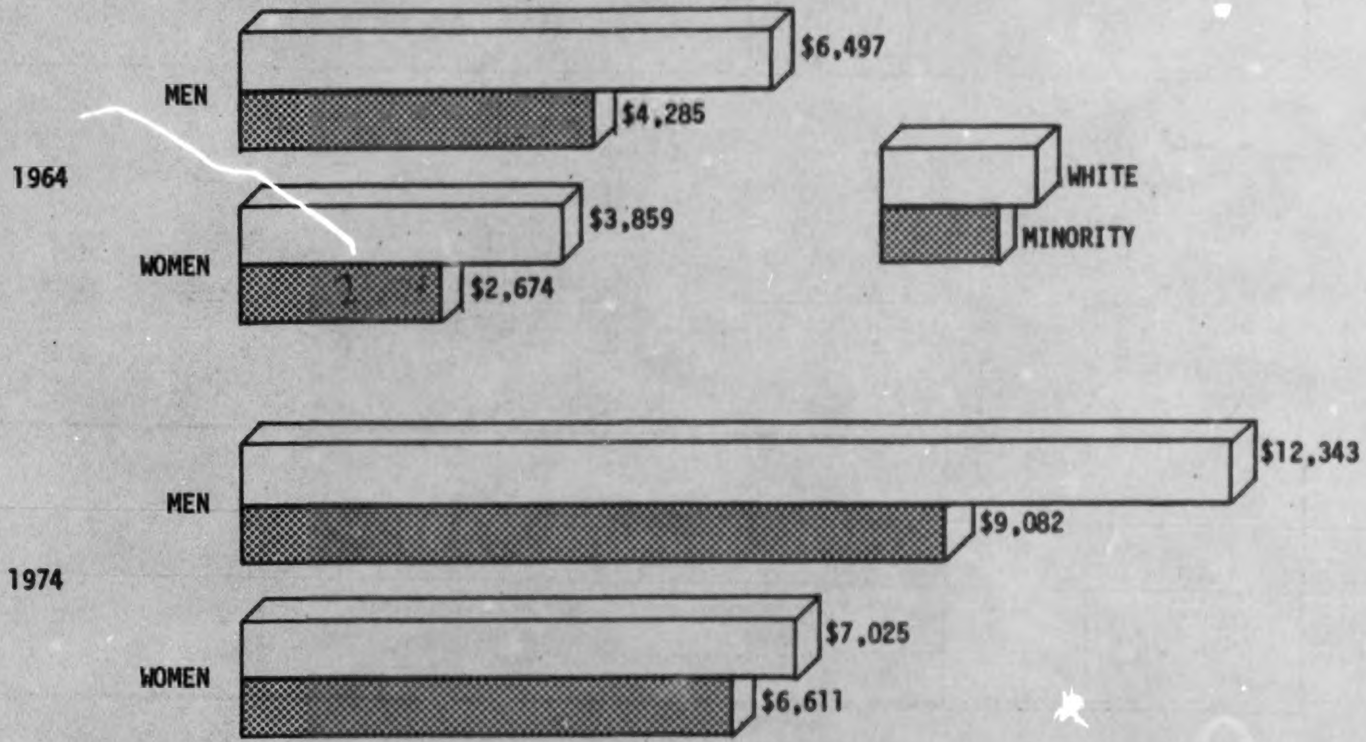


This chart taken from U. S. Working Women: A Chartbook (Bulletin 1880), 1975

Women are concentrated in fewer occupational categories than men.

Table 11: Earnings by Race and Sex (1964, 1974)

Fully Employed Women Continue To Earn Less Than Fully Employed Men of Either White or Minority* Races



*Includes all races other than white.

Source: Prepared by the Women's Bureau, Employment Standards Administration, U.S. Department of Labor, from data published by the Bureau of the Census, U.S. Department of Commerce.

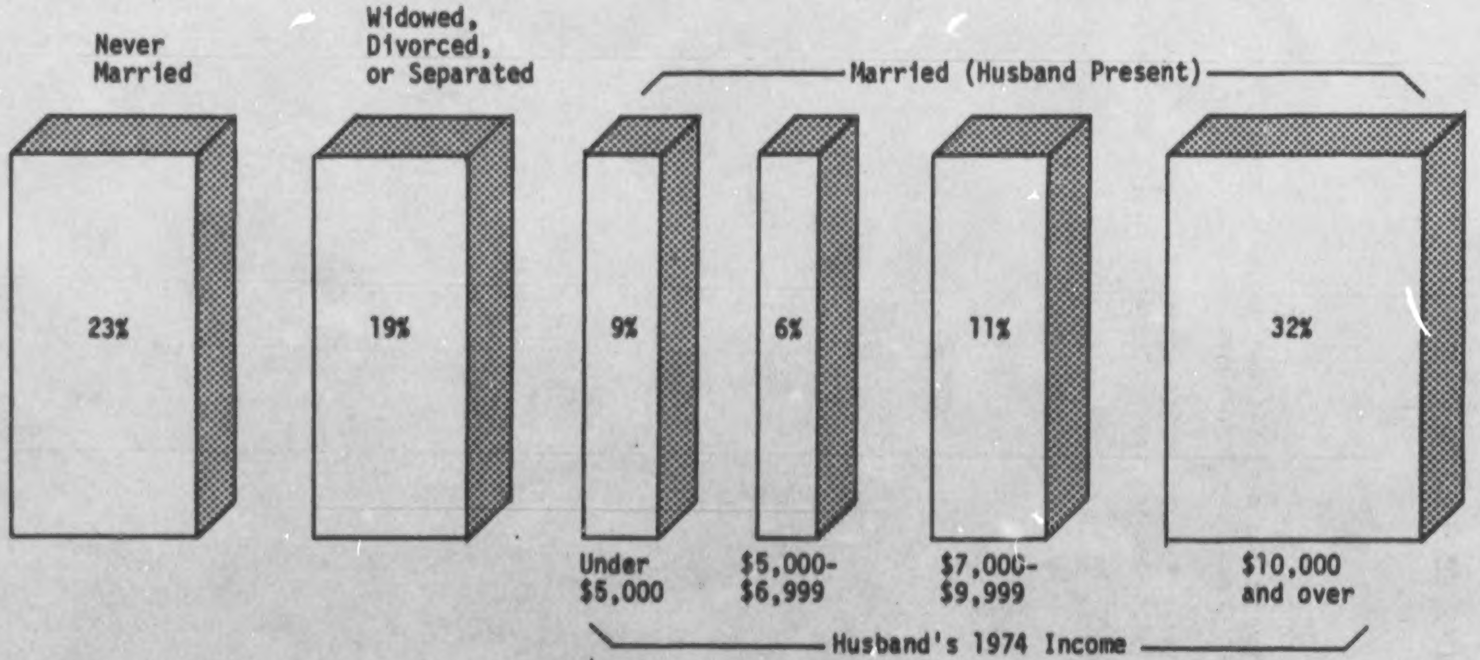
FP 18

-- This chart received from Women's Bureau, U.S. Department of Labor

## Table 12: Economic Need of Women in the Labor Force (1975)

Most Women Work Because of Economic Need

(Women In The Labor Force, By Marital Status, March 1975)



Source: Prepared by the Women's Bureau, Employment Standards Administration, from data published by the Bureau of Labor Statistics, U.S. Department of Labor.

FP 19

-- This publication received from Women's Bureau, U.S. Department of Labor

## H. "Enlarging the American Dream"

Following on the next fifteen pages is an article, "Enlarging the American Dream," by Donna Hart.

The article appears in its entirety because of its information and analysis concerning the status of minority women.

The article is originally from American Education, May 1977, Vol. 13, No. 4.

# *ENLARGING THE AMERICAN DREAM*[1]

by Donna Hart[2]

Traditionally, American society has been willing to accept culturally different peoples if they in turn were willing to reject their cultural distinctiveness. Assimilation, until the late 1960s, was accepted by almost everyone, educators and large segments of most ethnic communities prominently included. During the past decade, however, an emerging sense of heritage that is being more and more proudly expressed by racial minority and national origin groups is changing all this.

The past definition of education's function--to remodel citizens for conformity to a single homogeneous model of acceptable behavior and beliefs--is being challenged. Many Americans now contend that democratic education should have cultural pluralism as a goal. They argue that the rich cultural mix in America--the different values, customs, traditions, and religions--can expand everyone's horizons as it affects all aspects of life, including sex-role attitudes and issues of concern in education.

This article presents an overview of the impact of the women's movement on cultural norms and heritage and the cultural differences and educational experiences of five minority groups--Puerto Rican, Chicano, Black, Asian, and Native American. Though these five groups by no means represent all minority women, they do indicate the needs of a major segment of minority women as they differ from the needs of Anglo women.

## BLACK WOMEN

Black women, victims of double discrimination because of their race and sex, are often asked to make a choice with regard to their priorities: "Are you black first, or female first?" The plain fact is that they are both and have no way to separate the two. Many black women believe that the effort to *force* a separation of the two, especially as that relates to establishment of society priorities, has worked to the detriment of both the racial movement and the women's movement. The black woman is the victim of both racism and sexism, and therefore represents a potentially powerful unifying force around issues for both movements.

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[1] From: American Education, May 1977, Vol. 13, No. 4.

[2] Ms. Hart is on the faculty of the School of Education, George Washington University. The following reviewed drafts of the issue paper from which this article was taken: Cecilia Preciado-Burciaga, assistant for Chicano Affairs, Stanford; Francelia Gleaves, Project on Status and Education of Women, Association of American Colleges; Edith Thomas Harvey, director of Equal Education, Nebraska Department of Education; Pat Locke and Paquito Vivo, directors of Ethnic Studies, Western Interstate Commission of Higher Education; Jeanie Myerson and Beverly Orr, staff writers, National Project on Women's Education.

In a piece included in *Voices of the New Feminism*, writer Pauli Murray says, "Because black women have an equal stake in women's liberation and black liberation, they are key figures at the juncture of these two movements. White women feminists are their natural allies in both cases. Their own liberation is linked with the issues that are stirring women today: adequate income maintenance and the elimination of poverty, repeal or reform of abortion laws, a national system of child-care centers, extension of labor standards to workers now excluded, cash maternity benefits as part of a system of social insurance, and the removal of all sex barriers to educational and employment opportunities at all levels. Black women have a special stake in the revolt against the treatment of women primarily as sex objects, for their own history has left them with the scars of the most brutal and degrading aspects of sexual exploitation."

The notion that the black female enjoys a favored economic position in relation to the male is a myth. The belief that black women have always been "liberated," and therefore do not need to be involved in a movement to liberate women, is also a myth. The media-produced stereotype of the women's movement as a middle-class white woman's struggle to escape from housework and child rearing, to get out of her home and into the job market ignores the black woman who may have been a family breadwinner but who lacked the opportunity to make free choices concerning her life.

Historically, these "breadwinner" jobs have been the result of the economic structure's need for cheap labor. Because of an economic necessity of earning a living to help support the family and a need for the black community to draw heavily upon the resources of all its members in order to survive, black women have taken jobs that few others would accept; thereby they unwittingly aided in creating the myth of the female's dominance in the black family. This illustrates how racism has affected the relationships between black males and females. As black men develop access to the economic power structure, black women for the first time have wife or worker options that many white women have had for a long time.

Diane Slaughter of the University of Chicago, in examining the different adaptive strategies black women have arrived at, suggests, "The strongest conception of womanhood that exists among all pre-adult females is that of the woman who has to take a strong role in the family. They [the pre-adult females] accepted the situation as part of life and tradition in the black community. It is against this backdrop that the symbol of the resourceful woman becomes an influential model in their lives."

As a result of her research, Afro-American sociologist Joyce Ladner sees three primary agents of socialization for the pre-adolescent black female: 1) the immediate and extended family; 2) the peer group; and 3) negative community influences such as exposure to rape, poverty, violence, and the like. The strong personality that results from exposure to the harshness of life enhances the girl's chances for survival and her adequate functioning within society. To "survive," the black woman must "make it" as a mother and a worker.

Consequently, over the years, education has been one of the black movement's priorities. The black woman's aspirations toward education are associated with an emphasis on career possibilities that are seen as making possible or easing the maintenance of the black family.

Despite the faith of black women in the education system as a means for social and economic advancement, equal education has not assured them equal access to opportunity. Black women with degrees equivalent to those held by men and white women have been unable to obtain equivalent jobs. The gap between the salaries of black men and women has widened. Both black and white women with some college education earn less than a black male who has only eight years of education.

Although the black woman has made great strides in recent years in closing the educational gap, she still suffers from inadequate education and training. In 1974, approximately 75 percent of black women had completed high school compared with 85 percent of white women. Although there was a 56 percent increase in college enrollment of blacks between 1970 and 1974, only 16 percent of black women were enrolled in college at the end of that period. A college degree is attained by only 7.6 percent of black women.

Since 1970, little evidence exists of any advance in the relative earnings of black females. A look at the jobs in the top five percent of the earnings distribution shows that black females held none of them in 1960 and essentially none in 1973. Black women earn less than white women (a median income of $2,810), are employed in greater numbers (about 60 percent between the ages of 20 and 54), and hold a greater percentage of low-paying, low-status jobs (54 percent are employed as operatives or service workers). In 1975, 35 percent of black families were headed by women who earned a median income of only $4,465. That there is still a large number of black women in the labor force reflects to a considerable degree their continuing obligation to supply a substantial proportion of family income. It also suggests that educational attainments, no matter how small, raise participation rates more for black than for white women.

The quandary of black women is how best to distribute their energies among the multiple barriers of poverty, race, and sex, and what strategies to pursue to minimize conflicting interests and objectives.

More and more, young black women are starting to think about their futures as black women in the United States. They are not accepting societal interpretations of their roles. In the process of thinking things through they are being realistic about the roles that they will embrace. Black women will still have to work, but they want to work at jobs that are more challenging and that more fully use their strengths and talents. They want quality education and training to develop their abilities and interests. They want education that respects cultural differences and that educates for liberation and survival.

# PUERTO RICAN WOMEN

In immigrating to the states, Puerto Ricans differ in one main respect from most other minorities who preceded them: They come as American citizens. Nevertheless, numerous problems--differences in customs, racial inequalities, and a limited knowledge of English among them--have restricted their social, economic, and educational success.

Many Puerto Ricans report that the family, which is very important in traditional Puerto Rican culture, experiences a tremendous shock when it is transplanted from Puerto Rico to the mainland. No role in the Puerto Rican American family has been more challenged by immigration than that of the father. In traditional Puerto Rican culture the man is the undisputed head of the household. Meanwhile, the "good woman" obeys her husband and stays at home, working long hours while caring for the children. But whether head of household or "good woman," the individual subordinates his or her wants and needs to those of the family.

On the U.S. mainland, where women have more prominence and stature, these traditional Puerto Rican roles are undercut. Puerto Rican women are not shielded from mainland differences. Economic need often projects them into the labor force where they are confronted by the greater expectation of woman's roles. Then, too, the school and community teach Puerto Rican children that they should have more freedom, be more aggressive and independent, and should speak English rather than Spanish. These influences change the traditional roles within the family, causing strains, role conflicts, and identity confusion.

The Puerto Rican woman often drops out of school at an early age to enter the labor force (at the lowest level) in the hope that her wages will help her family out of a life of poverty. When she is able to find a job, she faces serious disadvantages, not least among them her lack of knowledge of English and the lack of bilingual programs in her community. Adequate training is another lack that keeps a decent salary out of reach, a situation that further compounds her housing, health, and other problems.

Of no assistance to her plight are discriminating hiring practices that have Puerto Rican women working for a lower wage than Puerto Rican men despite equal pay legislation. Many of the available opportunities have been so-called "women's jobs," which are economically and politically powerless and amount to nothing more than low-paid unskilled drudgery.

Supporting this glum picture of Puerto Rican women in America are the 1975 U.S. Census figures that show 1.7 million Puerto Ricans in the United States, 906,000 of them female, of whom only 154,000 have jobs. More than half of Puerto Rican women participating in the labor force are operative or service workers, and 68 percent of those working earned incomes below $5,000. The most recent data indicate that 31 percent of Puerto Rican households in the United States are headed by women who earn a median income of $3,889.

Puerto Rican women in America complete an average of 9.5 years of school. Only 25 percent of them attain a high-school education and a mere three percent are college graduates. Their educational attainments, like their employment, are hampered by their imperfect grasp of English and their identity confusion, which is often exacerbated by mainland prejudice and their own sense of being strangers in a foreign country. Of significant concern to Puerto Rican women is how much the lack of access to "mainstream" education influences their social and economic situations.

Puerto Rican women in the United States are still struggling with racial as well as sexual discrimination in housing, education, and hiring. They find the women's movement defined by Anglo-American standards and often oblivious to the special needs and strengths of minority women. They feel that the movement has tended to ignore and obscure the racist issue, resulting in double discrimination for minority women.

Puerto Rican women will not separate themselves from their cultural heritage or be alienated from their men. They strongly support the qualities of womanhood, strong family ties, and respect for the family as an institution. They will accept a movement that confronts sexism, but not one that divides the sexes. If the movement appeals to the issue of basic human rights, to the values inherent in the freedom of both sexes from sexism, and to the proposition that when a woman has freedom of choice this also frees the man--if this, in fact, is the meaning of the women's movement, then many Puerto Rican women will support it.

## MEXICAN-AMERICAN WOMEN

Mexican-Americans constitute the second largest minority in the United States today, and more than 90 percent of them are city dwellers. Vilma Martinez, a young Chicana (feminine form of Chicano) lawyer, has speculated that "in 15 or 20 years the Hispanic population will surpass the black population. Our citizens must be awakened to the ramifications of this fact: Hispanos are a nationally significant, and not a regional, group."

Historically, the Chicano family has been patriarchal and authoritarian. Economic, social, and political leadership in Chicano communities traditionally has been male-based. Education, sexual liberties, and material comforts have been for the men, with the women taking a subordinate, supportive role within the family. The Chicana was controlled by her parents until she married and then had to be faithful to her husband and children.

Chicanos often place a greater emphasis on the family as a unit than on its individual members. Parents stress the use of Spanish as their children's primary language, insisting that to give up Spanish would be to say that one's ancestors accounted for nothing and that one's culture had made no impression on the history of the Southwest. The feeling prevails that the family nucleus would disintegrate if the children could not speak in Spanish to their grandparents.

Chicana leaders see three distinct choices open to Mexican-American women: The Chicana can adopt the traditional sex role, imitating the rural Mexican woman whose place is in the home; she can choose a dual role in which she is bilingual and begins to move away from traditional religious and family sex-role images; or she can cut her cultural ties and identify with the "liberated" middle-class white woman.

This diversity of role models for women within the Chicana community requires special consideration by education policy-makers. Chicanas themselves express the need for having specific role models which they can follow at all education levels--elementary, secondary, community college, and higher education. And they're talking about teachers and administrators, not just Chicanas in school cafeterias. Many of them are looking beyond community-college training as secretaries or as cosmetologists.

Educational and vocational training opportunities must, therefore, be made more accessible and relevant to Chicanas' lives. The deficiencies in our educational system as it relates to Chicanas are underscored in that Chicanas complete an average of only nine years of school. One-fourth of them have completed less than five years of school, 23 percent have completed high school, and only 2.2 percent of those 25 years of age and older are college graduates.

These low figures do not translate the zeal with which Chicanas seek education despite the many obstacles. One formidable barrier is hydra-headed discrimination because of race, color, national origin, language, and sex-role socialization. Then there are damaging or inadequate counseling, ill-prepared and unmotivated teachers, culturally biased achievement tests, inequality of school finances, tracking into noncollege preparatory courses, economic deprivation, and a lack of role models.

Parents of Chicanas recognize the value of education as a tool for survival in a complex society. They encourage their daughters to pursue education, and there is a sense of family pride about a daughter's attendance at college. But parents also want Chicanas to remember their traditional family values and roles. Thus under pressure to succeed as both student and Chicana within a strange, impersonal, and often inflexible college environment, the young woman becomes vulnerable--and little wonder--to the despair and frustration that account for the high dropout rate of Mexican-American women.

Nor can the economic realities that often preclude interest in and access to educational attainment be overlooked. The annual income of Chicanas in 1974 demonstrates a cycle of poverty, with 76 percent of them earning less than $5,000. In terms of earning power as compared to all other Spanish-origin women, the Chicana is at the bottom, earning a median annual income of $2,682. It must also be noted that Chicanas are increasingly in the labor force because of economic need and responsibility as heads of households; 14 percent of Chicano families are supported by Chicanas, and one-half of these are below the poverty level.

Chicanas have tended to be suspicious of the woman's movement, which came about just as the minority movement was gaining momentum. Hostility toward white women who have moved into the forefront with their "sexual politics" results from the Chicanas feeling that class interests have been obscured by the issue of sex, which is easier to substantiate and to deal with than are the complexities of race.

Chicanas, along with many other minority women, question whether or not white women in power positions will perform any differently than their white male predecessors. Will white women work for humanity's benefit? Will they use their power to give entry skills and opportunities to minorities? Chicanas have seen little evidence of white women addressing these broader needs or exhibiting an understanding of the minority-wide issue of redistribution of income levels.

Bea Vasquez Robinson of the National Chicana Coalition succinctly states the minority women's position vis-à-vis the women's movement: "To expect a Chicana who has felt the degradation of racism to embrace a movement that is once more dominated by whites is childish." And in another instance, "We will join forces to the extent that you white women are willing to fight, not for token jobs or frills, but rather go to the roots of our common oppression and struggle for economic equality."

The Chicanas' prime concerns are economic survival and the continuance of their culture. Their issues are broader than sexism; theirs are racism and cultural pluralism as well.

## AMERICAN INDIAN WOMEN

In any discussion of American Indian women, it is necessary to keep in mind the diversity among the 789 tribal entities existing today. Writing for the *HUD Challenge*, social scientist Regina Holyan says, "Some tribes allow and encourage prominent authoritative behavior on the part of their women, while other tribes such as the Navajo and Cherokee prefer that their women not act conspicuously in decision-making roles. These conflicting expectations by different tribes place Indian women in sensitive situations when they must interact with members of other tribes."

Nonetheless, like the Chicanas, American Indian women may choose among three separate subcultural roles: the traditionalist, stressing adherence to the tribal religion and cultural patterns; the moderate that retains elements of the traditional Indian heritage and customs while adjusting to the dominant white societal patterns; and the progressive, which replaces the traditional culture with the modern white beliefs and values. Educators need to be aware of these different role choices and to avoid influencing Indian students to choose a role based on the expectations of whites.

Among the cultural values basic to many tribes is an emphasis on living for today--in harmony with nature, with no time consciousness, with a concern for giving, not accumulating, a respect for age, and a desire for sharing and cooperating. These values are often in direct opposition to those stressed by the dominant culture's educational program. The white way of life is future oriented, time conscious, and competitive. It places great importance on youth, the conquest of nature, and long-term saving.

For over a century the federal government, largely through the Bureau of Indian Affairs, has assumed the responsibility for educating Native Americans to the standards of the general population. Because the Indians must live in the white man's world, their sense of survival tells them that education is the way to success, even though they may not agree with many of the practices of the schools their children attend.

Despite the availability of free schooling, only 6.2 percent of Indian females and 5.8 percent of Indian males in the Southwest have completed eight years of school. Data from the 1970 Census, however, indicated that women in the total American Indian population complete a median of 10.5 years of school with just over a third (34.6 percent) graduating from high school. Although female Indians attain more years of formal education than do males, they have been shown to be dramatically less acculturated than Indian males.

Census data also show that only 50 percent of American Indian women report English as their mother tongue. This means that English is a second language for half of the Indian women. Educational policy-makers--especially at the elementary level--must be aware of the high incidence of English language deficiencies among Indian females and plan programs accordingly.

There is a real need for American Indians to participate in formulating education policy for reinforcement of the distinct tribal belief systems and value systems. Indians look upon self-determination as a necessity, especially in view of tribal diversity and the different learning styles that exist among the tribes. Yet Indian women often perceive federal programs and the women's movement as sidestepping their particular wants and strengths and threatening family unit because these programs encourage them to seek their own self-satisfying goals. This is to say that though Indians will not dispute that education is necessary for survival, they dislike the specific methods because they disrupt their culture and often have the effect of channeling Indian women into domestic jobs and other low-paying positions.

Preservation of the family with the nurturing of children within the family structure is the prime goal of Indian-made policy. Should the Indians feel a federal program to be in conflict with this policy, they can choose not to take part in it. That decision, however, is not without serious consequence: Not to participate can result in an effective block to progressive self-help by closing off economic and educational opportunities. Lack of education also prevents the American Indian from working from within the education and political systems where weighty issues must be dealt with: How, for instance, is access to educational funding on both federal and state levels gained by Indian tribes individually? Who controls and uses the funding once it is gained? How can self-determination be enacted within existing guidelines for receiving educational funding?

Thus the Indian student has two life styles to learn. On the one hand, the ways of the white, predominant culture must be learned as a

## POSSIBLE STRATEGIES TO MEET THE EDUCATIONAL NEEDS AND STRENGTHS OF MINORITY WOMEN

### FEDERAL EDUCATION AGENCIES AND FOUNDATIONS

- Conduct and encourage research into the problems and concerns shared by minority women in the area of education.
- Organize on national or regional levels a clearinghouse for information exchange on minority women and relevant resource personnel, materials, and programs.

### STATE DEPARTMENTS OF EDUCATION

- Interpret Title IX with a sensitivity to multiculturism, recognizing the double jeopardy of sex and race.
- Include multicultural female representatives in planning and developing programs for minority women and girls.
- Encourage and provide equal employment opportunities for hiring minority women in administrative and decision-making positions.
- Retrain educators, counselors, and administrators to sensitize them to the special needs and concerns of minority female students.
- Require teacher-training and certification programs to include intense self-evaluation sensitivity to multiculturism.

### LOCAL EDUCATION AGENCIES

- Include minority women and community members on the board of directors or trustees.
- Encourage minority women to prepare for career advancement and provide adequate training opportunities.

### EDUCATION INSTITUTIONS (PRESCHOOL THROUGH COLLEGE)

- Recruit minority women into administrative, faculty, and student ranks.
- Provide special stipends and allowances for minority female students from low-income families.
- Adopt day-care, tutorial, and counseling services to enable minority women to partake of educational opportunities.

(cont.)

- Initiate special placement efforts for minority female graduates.
- Expand and enrich adult-education opportunities so that parents and children are exposed to acculturation at a more closely related pace.
- Encourage and preserve bilingualism.
- Emphasize in school and college curriculums the literature, music, art, dance, games, and sports of minority cultures.
- Make effective use of community resources and develop incentives for community participation.
- Evaluate regularly and systematically school programs that involve minorities.

survival skill, though Indian women caution against these ways being permitted to "vitiate" or influence tribal style. On the other hand, the Indian life content, which now is learned only through the home, must be learned simultaneously as standards and values. The Indian woman must be effective in both areas and aware of the appropriate responses expected of her in different situations.

Employment and job opportunities for Indian women are, naturally, affected by the level and quality of their educational background. More Indian women than any other group (86 percent) earn less than $5,000 per year. Thirty-five percent of Indian women participated in the labor force in 1970, and as a group they earned a median annual income of $1,697. Seventy percent were in the powerless and vulnerable position of clerks, operatives, and domestic service workers. Although there were two wage earners in almost half the Indian households in 1969, their median family income was a mere $3,300. American Indians, the smallest and poorest of all America's ethnic groups, "stand in a class by themselves when it comes to suffering economic deprivation," according to economist Lester Thurow.

For the most part, Indian women believe that working toward the improvement of the status of Indians as a people is where their efforts should be directed and not solely toward their status as Indian women. As a Winnebago woman put it, "We Indian women do not feel oppressed in the Indian world. We are more concerned with the problems of racial discrimination." An Isleta Pueblo woman observes that Indian women have a concept of equal rights that is different from that of the women's movement; they believe that acquiring equal rights does not necessarily mean that Indian women want to attain equal leverage in tribal matters. And Minerva White, a Seneca, recently said, "We have had women's liberation for five thousand years; we have been liberated for five thousand years, and so that is not an issue for us."

Because Indians do not make the same kinds of sex-role distinctions whites make, and because Indian women, especially those of matrilineal tribes, influence tribal economic decisions and are in decision-making positions, these women are not generally sympathetic to the women's movement. They accept the reality of social changes occurring, but ask little beyond a voice and some control over the directions of the changes that are profoundly affecting the lives within their tribe.

## ASIAN-AMERICAN WOMEN

Asian-Americans, like American Indians, are a highly diversified ethnic group. The Asian-American population includes Koreans, Indians, Pakistani, Vietnamese, Indonesians, Thais, Malaysians, and a wide representation of Pacific peoples such as Samoans, Guamanians, and native Hawaiians. Americans of Chinese, Japanese, and Filipino origins are also included, and because more detailed research and description are available for them, they will, for the purpose of this discussion, represent all Asian-Americans.

Asians today constitute less than one percent of the population in the United States, although the importance of their presence in this country, past and present, far outweighs their numbers. From a background of "unskilled" labor and objects of discrimination, Asian-Americans have reached comparatively high levels of educational and occupational achievement. Chinese and Japanese, the most prominent of the Asian-descended groups in America, are often pointed out as the "successful" minority groups.

The first Census data of 1910 showed that 78 percent of the Japanese in this country were male, as were 89 percent of the Filipinos and 90 percent of the Chinese. Because recent immigration has almost consistently introduced more females than males into each of the Asian-American communities, the sex ratios have changed considerably. The Japanese and Korean populations are now predominantly female, partly a reflection of the number of war brides brought back by returning servicemen. The Chinese and Filipinos continue to be predominantly male.

A comparison of the labor-force status of women shows that a larger percentage of Asian-American women (50 percent) work outside the home than do black (48 percent) or white women (41 percent). A little over 55 percent of Filipino women and 42 percent of Korean women work; whereas Japanese and Chinese women occupy an intermediate position with 49 percent taking jobs, according to 1970 Census data. All in all the proportion of Asian-American females gainfully employed is higher than the national average, and this does not take into account the unpaid women in family-operated businesses, since many of these women do not classify themselves as "employed."

Although many Asian-American women are highly educated, having attended or completed college, they are nevertheless concentrated in the positions of bookkeepers, secretaries, typists, file clerks, and the like. "They are qualified for better jobs," says Betty Lee Sung of the Department of Asian Studies at City College of the City University of New York, "but are the victims of sexism more than racism."

Levels of unemployment of Japanese-American and Chinese-American women are generally low, even slightly lower than those for whites. In 1970, for example, the unemployment rate was only 3.7 percent for Chinese women. The problem is not in getting a job, but rather in the kind of job and the salary it pays. Many recent Chinese immigrants, fresh off the plane, can walk into one of the small garment factories scattered throughout any Chinatown or its peripheral area and start working the next day. They work by the piece and their hours are fairly flexible. Piece work at low rates is always available.

The presence of very young children has not limited the level of occupational achievement for young working Asian women. Chinese mothers show higher levels of occupational achievement than childless, never-married Chinese women. This is true also for Filipino women, although to a lesser extent than for the Chinese. This situation may represent a cultural carry-over from the traditional Asian pattern in which middle-class Asian mothers are inclined to be employed. By Asian custom, older children help to take care of younger ones, thereby relieving mothers of these family duties during the day. Hence, the Asian "day-care" program is conducted within the home and family.

Chinese-American women are marrying later and limiting their families probably because they are spending more years in school. In 1970, the median years of schooling for each Asian-American group was slightly above the white attainment of 12.1 years. Today, differences in years of completed schooling among Asians and whites of both sexes have virtually disappeared.

Census data for 1970 indicate that 23 percent of Filipino and 58 percent of Chinese-American women between 18 and 24 years of age are in college. About three-fourths of all Japanese-Americans finish high school. Figures like these indicate that many families have shed the centuries-old belief that females are spoiled for wifehood and motherhood if they acquire some education. It is generally the foreign-born female who is the most deprived and, hence, the most handicapped. Her occupational sphere is, therefore, extremely circumscribed and limited to the most simple and menial jobs.

Many Americans are unaware that more Chinese-Americans are born abroad than are born in the United States. The foreign-born ratio will probably become greater as immigration exceeds native births. In essence, the Chinese-American population is largely a first-generation or immigrant-generation population. The tremendous adjustment that first-generation Chinese-Americans must make puts them at a disadvantage in every respect. They must re-educate themselves completely and quickly.

Most Americans assume that Asian-Americans have no social problems, an assumption which restricts the access of Asian-Americans to funds available to minority groups. As a result they have been forced to form self-help organizations in their own communities, an action leading to the misconception that Asians "take care of their own."

One segment of the Asian population most in need of help are those who cannot speak, read, or write English. Illiteracy is generally a problem with those over 45, especially the women. The younger generations are highly educated and bilingual, regardless of sex. However, in the 1970 Census, only four percent of the Chinese living in New York listed English as their mother tongue. In California, 12 percent and in Hawaii, 44 percent did so. That the Chinese have clung to their language more tenaciously than most other national groups is commendable and could provide a national resource of bilingual people.

Another problem Asian-Americans often encounter is the American cultural values that are in conflict with many traditional Asian values. For example, many Asian cultures have emphasized strict loyalty to the family, which trains children to avoid controversial, potentially embarrassing situations. Strict self-control and discipline were mandatory. As a result, Asians, especially women, often have appeared to be reserved, self-conscious, and reticent, finding continuity, permanence, and personal security in the close relations of the family. In contrast, dominant American culture now comprises a majority of single, nuclear families with few multigenerational living arrangements.

Another example would be American competitiveness based on "each for himself," a notion alien to most Asians. However, in the process of acculturation and upward mobility, many Asians have adopted the more expressive and assertive style of the dominant culture. Betty Lee Sung asserts that the tendency is becoming increasingly prevalent for Asian-Americans to believe that, in order to adjust to living in the United States, one must embrace the American way in toto and cast off the Asian heritage completely. She also believes that great psychological damage will result for these Asian-Americans. Instead, she holds, Asian-American women and men should strive for a culturally pluralistic society in which they can preserve their heritages while contributing to American social, civic, and educational life.

Like many foreign women, Asian-American women have been neatly categorized by stereotype milled in white imaginations. Asian women are often described as being docile, submissive, and sexless. Or they may be exotic, sexy, and diabolical. They are often presented as objects or commodities rather than as persons with ideas, aspirations, talents, and feelings.

A situation familiar to many Asian women comes as a consequence of recent immigration. Since the end of World War II, more than 500,000 women of foreign nationality have entered the United States as spouses of Americans. Over one-third of these women were from Asian countries. Professor Bok-Lim Kim of the University of Illinois has found that many of these women experience a host of adjustment problems. Reports of severe physical abuse and deprivation are not uncommon. In one study made at Washington State, Professor Kim noted that divorce or separation among Asian wives of military men resulted in over 20 percent of those in the study becoming female heads of households. (This figure is in contrast to the six percent of Chinese-American and eight percent of Filipino-American female heads of households.) These Asian wives are often unable to seek help because of their isolation, lack of proficiency in English, unfamiliarity with the life style, and fear of outside contacts.

Young Asian-American women, especially those who are third generation, are feeling a void and are expressing a need and desire to rediscover their ethnicity. These women are more liberated and more assertive. They are challenging the monocultural ideal of the majority society to acknowledge, analyze, and incorporate Asian-American women and men at all social, political, educational, and economical levels. Fundamental changes in the American educational process toward a goal of cultural pluralism is a realistic response to their peculiar needs and strengths.

Minority women by and large are concerned with how Anglo society--its educational institutions in particular--has attempted to divorce them from their cultural heritage and alienate them from their men. They want to share the belief that the only route to fulfillment of the American Dream is by perseverance and education. Yet the present educational system often militates against such goals for minorities and especially females.

Many minority women are high-school dropouts. Consequently they look to secondary-school programs to be made more relevant and available to them. In like vein higher education, a recent alternative for many minority women, needs to be demystified. College role models in their immediate families are still rarely found because most minority women in college today are the first in their families to be there. Setting this kind of precedent puts pressure on the young women, brought on by expectations from both their families and themselves. Those who make it through four years of college soon become painfully aware that the job benefits which should follow are often limited. Many college-educated minority women are unable to get white-collar jobs at a professional level.

The fact is that minority women frequently explain their problems in economic terms. The kinds of jobs open to them is a smarting issue to these women. Of 36 million women in the labor force, 4.7 million are minorities, constituting more than 40 percent of all minority workers. Discriminatory hiring practices based on racist and sexist factors still prevail and are just further complicated when minority women have educational attainments, the more educated often finding themselves underemployed and underpaid. It is often the case that both white and minority women with some college education earn less than minority men with less than a high-school education.

Generally, however, the more education a woman has the more likely she is to be in the skilled or professional labor force. New job opportunities in expanding occupations and additional schooling are almost certain to place more minority women in the labor force.

Statistics indicate that most minority women workers are high-school graduates. March, 1974, figures showed 61 percent had graduated from high school, including ten percent who had completed four or more years of college. The comparable figures for white women were 75 and 14 percent, respectively. Because minority women complete a median 12.3 years of schooling, the educational system must plan and implement instruction that will meet their special needs during these 12 years.

One purpose of the educational system is to equip all learners with satisfying and rewarding competencies for entering the world of work in the field of one's choice. The curriculum and instruction used in preparing the professionals who will work with minority girls and women must reflect the heritage, needs, and concerns of the various minorities. Cultural pluralism, a relatively new idea in education, addresses the cultural differences of minority women and informs majority men and women about this diversity. This pluralistic concept is the hope that ethnic women have in getting others to understand, promote, and respect differences in cultural patterns and learning styles that are so widespread in America--and, not incidentally, in advancing themselves in the dominant-culture.

## I. Education--National Offices

U. S. Office of Education by Sex and Grade, (1974):

Table 13

| Grade | Total | No. of Women | Percent Women |
|---|---|---|---|
| 01 | 8 | 5 | 63% |
| 02 | 63 | 47 | 75 |
| 03 | 148 | 125 | 84 |
| 04 | 184 | 153 | 83 |
| 05 | 219 | 190 | 87 |
| 06 | 227 | 214 | 94 |
| 07 | 263 | 202 | 77 |
| 08 | 66 | 57 | 86 |
| 09 | 150 | 116 | 77 |
| 10 | 5 | 3 | 60 |
| 11 | 164 | 107 | 65 |
| 12 | 181 | 91 | 50 |
| 13 | 373 | 92 | 25 |
| 14 | 420 | 72 | 17 |
| 15 | 248 | 23 | 9 |
| 16 | 27 | 2 | 7 |
| 17 | 10 | 2 | 20 |
| 18 | 4 | 0 | 0 |
| Total | 2,760 | 1,501 | 54% |

National Institute of Education Staff by Grade and Sex, (1974):

Table 14

| Grade | Total | No. of Women | Percent Women |
|---|---|---|---|
| 01 | 0 | 0 | -- |
| 02 | 2 | 2 | 100 |
| 03 | 6 | 4 | 67 |
| 04 | 10 | 10 | 100 |
| 05 | 29 | 25 | 86 |
| 06 | 33 | 33 | 100 |
| 07 | 48 | 39 | 81 |
| 08 | 7 | 7 | 100 |
| 09 | 32 | 22 | 69 |
| 10 | 0 | 0 | -- |
| 11 | 25 | 16 | 64 |
| 12 | 29 | 17 | 59 |
| 13 | 49 | 18 | 37 |
| 14 | 52 | 10 | 19 |
| 15 | 27 | 2 | 7 |
| 16 | 0 | 0 | -- |
| 17 | 0 | 0 | -- |
| 18 | 0 | 0 | -- |
| Total | 349 | 205 | 59% |

-- The preceding two charts from Pottker and Fishel, Sex Bias in the Schools: The Research Evidence, 1977, pp. 506-507.

Table 15: National Education Association (NEA) Leadership by Positon and Sex, 1973

| Position | Total | No. of Women | Percent Women |
|---|---|---|---|
| Executive Management | 3 | 1 | 33.3 |
| Top Management | 11 | 0 | 0 |
| Other Managerial Positions | 70 | 10 | 14.3 |
| Executive Committee | 10 | 3 | 30 |
| Board of Directors | 100 | 24 | 24 |

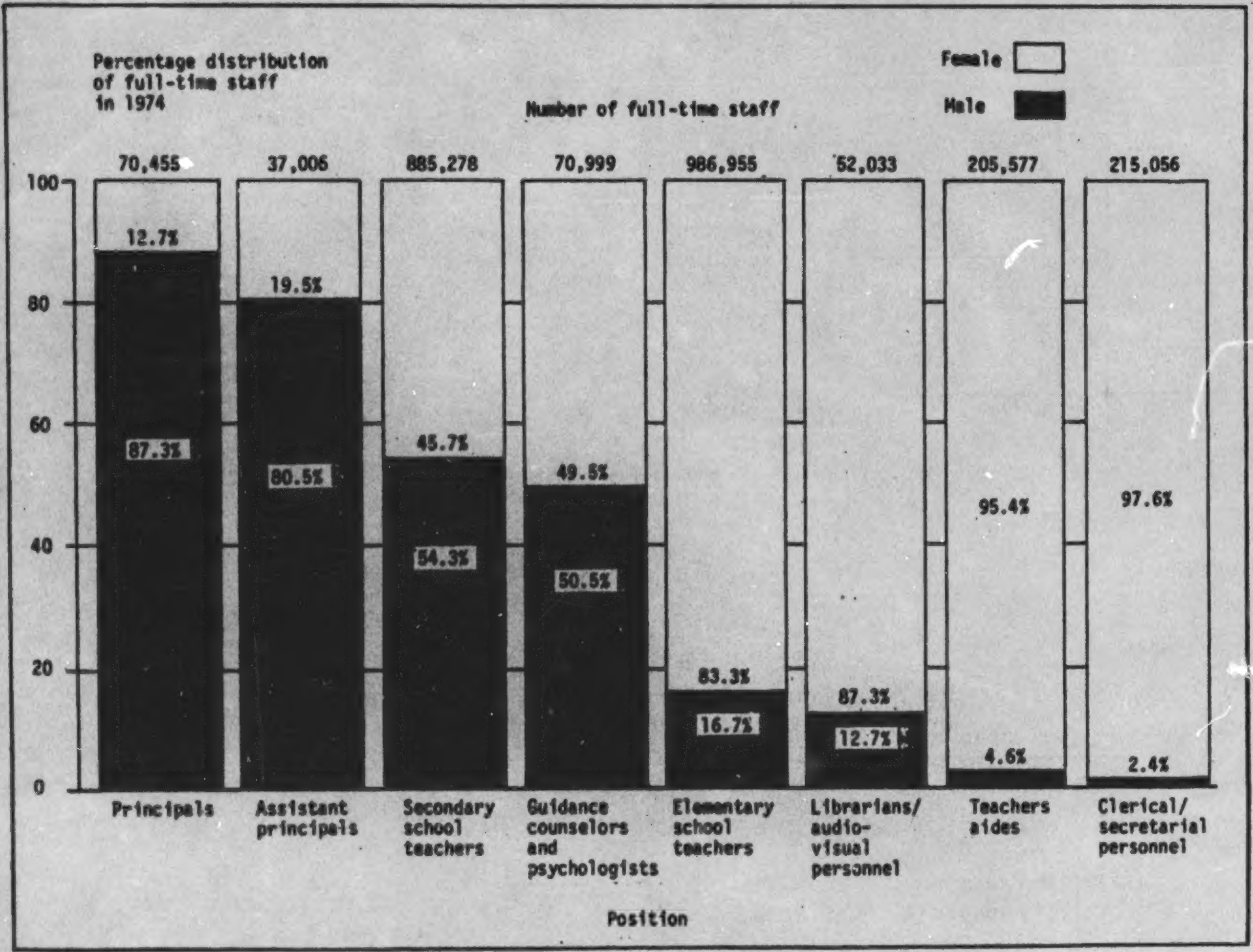
-- Taken from Pottker and Fishel, Sex Bias in the Schools: The Research Evidence, 1977, p. 283.

## J. Education--Elementary and Secondary Levels

School Staff by Position and Sex (1974):

The staff composition of elementary and secondary schools reflects traditional patterns by sex. While 87.3 percent of principals were male, only 16.7 percent of elementary school teachers were male and 83.3% were female.

Table 16: Elementary and Secondary School Staff



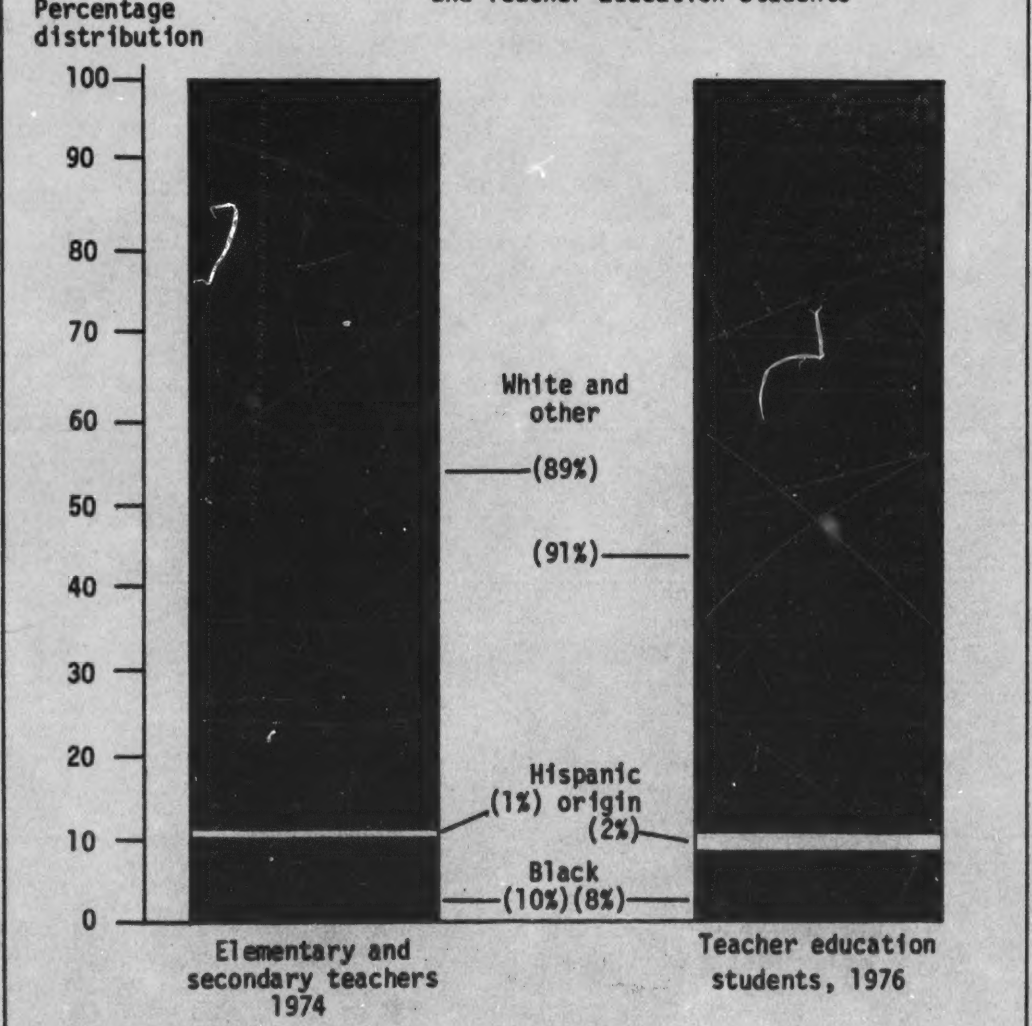
Source of Data: Equal Employment Opportunity Commission

-- Taken from "How Women and Minorities
Rank in U. S. Education," 1977, p. 25

**Teachers by Race (1974):**

Data describing the ethnic backgrounds of teachers and teacher education students were obtained from different sources and hence are not strictly comparable. However, it appears that a somewhat smaller percent of teacher education students than teachers generally are from minority groups.

Table 17: Racial Composition of Teachers and Teacher Education Students



Source of Data: Equal Employment Opportunity Commission, National Center for Education Statistics

-- Taken from "How Women and Minorities Rank in U. S. Education," 1977, p. 25.

Racial Minority Profile (High School Students):

Nationally
1974

Who Graduates High School?
65% of Blacks are high school graduates;
90% of whites are graduates;
27% of Chicanos graduate;
26% of Puerto Ricans graduate from high school

Nationally
1972

Who Goes to Segregated Schools?
45% of Black students are still in schools over 80% Black.
11% of Black students are still in 100% segregated schools.

Nationally
1970

Who Drops Out of High School?
22% of Blacks are dropouts at 16 years of age;
12% of whites are dropouts at the same age.
Item: In the Boston public schools, 90% of Puerto Rican junior high school students drop out. In New York City, Puerto Ricans have the highest dropout rate of all groups. Chicanos drop out at a rate 3 times that of Anglos. Half of all Indian youths never get beyond 8th grade.

Source: National Education Association, 1974

Suspensions

| City | % Minority Students | % Minority Suspensions |
|---|---|---|
| New York | 64.4% | 85.9% |
| Houston | 56.4 | 71 |
| Cleveland | 59.9 | 70.8 |
| Memphis | 58 | 70.2 |
| Dallas | 49.4 | 68.5 |

At secondary school level, nation-wide, white suspensions are 4.1%, Black 12.8%, Puerto Rican 9.4% and Chicano 7.1%.

Source: *Children Out of School in America*, 1974

A HEW survey of 2,908 school systems which enrolled 95% of all public school minority students found: 6% of Black students were suspended at least once, compared to 5% of the total minorities, and only 3% of the whites. Black students are 27% of all students in the poll, but 42% of all suspensions and 37% of all expulsions.

Source: *J.E.T.*, 3/27/75

-- Taken from "Education: White Control" (n.d.).

School Boards and Staff by Race and City:

In 1973 non-whites were about 1.5% of all elected school board members. Non-white students were almost 22% of all students.

Source: *National Education Association*, 1974

In 1974 in the 11 southern states 325 out of 17,500 school board members were Black.

Source: *Voter Education Project*, 1974

Based on 1970 Census

| City | % Minority Students | % Minority Teachers | Race of Superintendent | School Board White | School Board Other |
|---|---|---|---|---|---|
| Atlanta | 82.5% | 59.6% | Black | 4 | 5 |
| Berkeley | 74 | 31.7 | Black | 3 | 3 |
| Boston | 38 | 6 | white | 5 | 0 |
| Chicago | 69.3 | 36.4 | white | 7 | 4 |
| Dayton | 45 | 31.7 | white | 6 | 1 |
| Detroit | 71.5 | 42.4 | white | 4 | 9 |
| El Paso | 64 | 23.7 | white | 5 | 2 |
| Harrisburg | 65.4 | 22 | Black | 9 | 0 |
| Los Angeles | 50.9 | 22.3 | white | 6 | 1 |
| Minneapolis | 12.7 | 5.8 | white | 7 | 1 |
| Newark | 88 | 36.7 | Black | 4 | 5 |
| New Orleans | 77.2 | 56.8 | white | 4 | 1 |
| New York | 63 | 8.5 | white | 180 | 99 |
| Oakland | 71.9 | 29.1 | white | 5 | 2 |
| Philadelphia | 65.9 | 32.2 | white | 6 | 3 |
| Phoenix | 25.7 | 14.7 | white | 5 | 0 |
| San Antonio | 80 | 27.5 | white | 3 | 4 |
| Trenton | 79 | 29.3 | white | 6 | 3 |
| Wilmington | 88 | 57.9 | Black | 3 | 4 |

Source: *Minorities in Policy-Making Positions in Public Education*, Nov/74

In Denver, Chicanos are 25% of students, but 2.3% of teachers. 600 of Colorado's 27,000 public school teachers are Chicanos.

Source: *N. Y. TIMES*, 7/2/75

In 1972-73, out of 199 Bureau of Indian Affairs schools, only 13 were operated by the Indian communites they serve.

Source: *U.S. Department of Interior*, 1975

In 5 southwestern states, Mexican Americans constitute:

17% of all pupils
3% of all principals
4% of all teachers
28.2% of all custodians
5.6% of all students entering college

Source: U.S. Commission on Civil Rights, April/1971

| *Ratio of PRINCIPALS TO STUDENTS--New York City for 1972-73* | |
|---|---|
| Black principals to Black students | 1: 2,992 |
| Spanish-surnamed principals to Spanish-surnamed students | 1:15,169 |
| White principals to white students | 1: 509 |

| *Ratio of TEACHERS TO STUDENTS--New York City for 1972-73* | |
|---|---|
| Black teachers to Black students | 1: 84 |
| Spanish-surnamed teachers to Spanish-surnamed students | 1:262 |
| White teachers to white students | 1: 8 |

Source: Metropolitan Applied Research Council, Jan/1974

-- Taken from "Education: White Control" (n.d.).

School Staff by Sex (1972):

Table 18: Estimated Number and Percent Distribution of Full-time Public-school Professional Employees, 1972-73, by Sex

| Position | Number of persons | | | Percentage distribution | | |
|---|---|---|---|---|---|---|
| | Total | Men | Women | Total | Men | Women |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Instructional Staff | | | | | | |
| Teachers | 2,110,368 | 709,084 | 1,401,284 | 100.0 | 33.6 | 66.4 |
| Principals | | | | | | |
| Elementary (including teaching principals) | 48,196 | 38,750 | 9,446 | 100.0 | 80.4 | 19.6 |
| Junior high | 9,374 | 9,102 | 272 | 100.0 | 97.1 | 2.9 |
| Senior high | 15,827 | 15,605 | 222 | 100.0 | 98.6 | 1.4 |
| Total principals | 73,397 | 65,457 | 9,940 | 100.0 | 86.5 | 13.5 |
| Assistant principals | | | | | | |
| Elementary | 6,483 | 4,486 | 1,997 | 100.0 | 69.2 | 30.8 |
| Junior high | 7,817 | 7,223 | 594 | 100.0 | 92.4 | 7.6 |
| Senior high | 13,289 | 12,439 | 850 | 100.0 | 93.6 | 6.4 |
| Total assistant principals | 27,589 | 24,148 | 3,441 | 100.0 | 87.5 | 12.5 |
| Other instructional staff | | | | | | |
| School librarians | 40,540 | 3,324 | 37,216 | 100.0 | 8.2 | 91.8 |
| Counselors | 49,770 | 26,378 | 23,392 | 100.0 | 53.0 | 47.0 |
| School nurses | 17,074 | 239 | 16,835 | 100.0 | 1.4 | 98.6 |
| Other* | 33,691 | 16,812 | 16,879 | 100.0 | 49.9 | 50.1 |
| Total other instructional staff | 141,075 | 46,753 | 94,322 | 100.0 | 33.1 | 66.9 |
| Total instructional staff | 2,352,429 | 843,442 | 1,508,987 | 100.0 | 35.9 | 64.1 |
| Central-office Administrators | | | | | | |
| Superintendents | 13,037 | 12,972 | 65 | 100.0 | 99.9 | 0.1 |
| Deputy and associate superintendents | 853 | 800 | 53 | 100.0 | 93.8 | 6.2 |
| Assistant superintendents | 5,337 | 5,054 | 283 | 100.0 | 94.7 | 5.3 |
| Other central-office administrators** | 48,488 | 31,614 | 16,874 | 100.0 | 65.0 | 35.0 |
| Total central-office administrators | 67,715 | 50,440 | 17,275 | 100.0 | 74.4 | 25.6 |
| Total Full-time Professional Employees | 2,420,144 | 893,882 | 1,526,262 | 100.0 | 37.2 | 62.8 |

*Includes heads of departments, social workers, visiting teachers, psychologists, and psychometrists.

**Includes central-office administrator for General Administration, Finance and School Plant. Pupil Personnel Services, Instruction--administration, and Special Subject areas.

-- Taken from Pottker and Fishel, Sex Bias in the Schools: The Research Evidence, 1977, p. 510

Textbooks--Comparison of Occupations Represented to Women in Labor Force:

Comparison of Occupations of Text-women to Women in Labor Force

| Overrepresentation Greatly More | More | Same | Fewer | Underrepresentation Greatly Fewer |
|---|---|---|---|---|
| Housewife | Nurse | Librarian | Secretary | Clerical Worker |
| Elementary Schoolteacher | Small-store Owner | Housekeeper | Service Worker | Waitress |
| Trapeze Artist | Recreation Director | | | |
| Elephant Trainer | Baker | | | |
| | Landlady | | | |

-- Taken from Pottker and Fishel, Sex Bias in the Schools: The Research Evidence, 1977, p. 117.

K. Education--Postsecondary/Higher Education

Distribution of Enrollment in Vocational Education by Sex:

Table 19: Percentage Distribution of Enrollment in Vocational Education Areas by Sex, 1977 - Projected*

| Program | 1972 % Male | 1977 % Male | 1972 % Female | 1977 % Female |
|---|---|---|---|---|
| Agriculture | 94.6 | 92.0 | 5.4 | 8.0 |
| Distribution | 54.7 | 54.0 | 45.3 | 46.0 |
| Health | 15.3 | 17.0 | 84.7 | 83.0 |
| Home Economics | 8.4 | 10.0 | 91.6 | 90.0 |
| Office | 23.6 | 25.0 | 76.4 | 75.0 |
| Technical | 90.2 | 91.0 | 9.8 | 9.0 |
| Trade and Industrial | 88.3 | 87.0 | 11.7 | 13.0 |

*Includes unduplicated enrollments and enrollments below grade 9.

Source: Division of Vocational and Technical Education, Trends in Vocational Education Fiscal Year 1972, Washington: Office of Education, Department of Health, Education, and Welfare, June, 1973, p. 7.

-- Taken from How to Erase Sex Discrimination in Vocational Education, 1977, p. 57.

Professors with Tenure (1977):

FACT-FILE

## Table 20: Professors with Tenure

1977-78 report compares percentages for men, women

| | All Institutions | | | Public Institutions | | | Private Institutions | | |
|---|---|---|---|---|---|---|---|---|---|
| | Men | Women | Total | Men | Women | Total | Men | Women | Total |
| Alabama ................ | 59.0% | 46.7% | 55.0% | 59.6% | 46.7% | 55.5% | 50.3% | 46.7% | 49.1% |
| Arizona ................ | 51.4 | 34.5 | 47.6 | 51.6 | 33.9 | 47.6 | 45.1 | 53.8 | 47.2 |
| Arkansas ............... | 55.5 | 40.4 | 51.0 | 57.9 | 40.7 | 52.7 | 41.8 | 37.8 | 40.8 |
| California ............. | 51.8 | 48.0 | 50.9 | 51.0 | 50.1 | 50.7 | 56.4 | 32.8 | 51.7 |
| Colorado ............... | 60.0 | 35.5 | 55.0 | 59.7 | 34.2 | 54.7 | 62.4 | 41.4 | 57.1 |
| Connecticut ............ | 71.7 | 53.7 | 67.4 | 79.7 | 64.2 | 75.8 | 61.3 | 36.5 | 56.0 |
| Delaware ............... | 62.3 | 22.7 | 52.0 | 62.4 | 25.0 | 53.6 | 61.5 | 12.5 | 36.7 |
| District of Columbia ... | 49.0 | 32.2 | 43.6 | 21.3 | 14.5 | 18.8 | 57.8 | 40.4 | 52.7 |
| Florida ................ | 66.7 | 52.8 | 62.9 | 71.0 | 57.5 | 67.2 | 49.5 | 29.0 | 44.8 |
| Georgia ................ | 51.2 | 27.9 | 44.2 | 54.0 | 27.6 | 46.3 | 42.9 | 28.7 | 38.1 |
| Hawaii ................. | 72.4 | 57.6 | 68.7 | 72.6 | 58.0 | 69.0 | 62.5 | 46.2 | 56.8 |
| Idaho .................. | 44.5 | 31.2 | 41.9 | 55.3 | 34.7 | 51.1 | 1.9 | 13.6 | 3.8 |
| Illinois ............... | 69.4 | 53.3 | 65.5 | 73.1 | 59.1 | 69.5 | 61.5 | 38.2 | 56.4 |
| Indiana ................ | 62.8 | 39.7 | 57.3 | 63.2 | 41.9 | 57.9 | 62.0 | 33.8 | 56.1 |
| Iowa ................... | 42.3 | 30.0 | 39.3 | 31.1 | 25.0 | 29.6 | 59.4 | 37.2 | 53.9 |
| Kansas ................. | 56.9 | 31.8 | 51.3 | 59.7 | 34.3 | 54.2 | 39.9 | 19.6 | 34.7 |
| Kentucky ............... | 59.8 | 43.0 | 55.1 | 60.8 | 42.3 | 55.8 | 55.1 | 45.5 | 51.9 |
| Louisiana .............. | 57.4 | 44.9 | 53.6 | 60.8 | 47.0 | 56.4 | 43.3 | 32.9 | 40.7 |
| Maine .................. | 58.8 | 28.7 | 53.1 | 66.3 | 34.2 | 59.9 | 45.7 | 17.4 | 40.8 |
| Maryland ............... | 65.0 | 50.3 | 60.4 | 67.3 | 53.4 | 62.7 | 55.8 | 31.8 | 49.8 |
| Massachusetts .......... | 62.0 | 41.7 | 56.9 | 76.4 | 56.8 | 70.1 | 55.1 | 29.0 | 49.5 |
| Michigan ............... | 69.2 | 52.9 | 65.1 | 72.6 | 59.1 | 69.3 | 53.3 | 27.3 | 46.2 |
| Minnesota .............. | 62.0 | 38.0 | 56.5 | 63.2 | 40.6 | 58.2 | 58.9 | 32.3 | 52.3 |
| Mississippi ............ | 38.2 | 19.5 | 31.4 | 37.2 | 18.4 | 30.2 | 44.8 | 27.6 | 39.0 |
| Missouri ............... | 58.9 | 35.3 | 52.8 | 58.3 | 33.7 | 51.9 | 60.6 | 39.2 | 55.0 |
| Montana ................ | 64.6 | 40.8 | 60.2 | 64.7 | 43.5 | 61.0 | 63.4 | 26.7 | 53.6 |
| Nebraska ............... | 61.4 | 31.6 | 54.4 | 60.9 | 32.7 | 54.6 | 63.2 | 28.7 | 54.0 |
| Nevada ................. | 59.4 | 36.1 | 54.3 | 59.4 | 36.1 | 54.3 | -- | -- | -- |
| New Hampshire .......... | 64.4 | 31.2 | 56.9 | 74.7 | 41.5 | 68.7 | 52.1 | 24.0 | 44.4 |
| New Jersey ............. | 69.5 | 51.0 | 64.2 | 70.2 | 54.2 | 65.2 | 67.6 | 36.2 | 61.0 |

(cont.)

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## Professors with Tenure (continued)

| | All Institutions | | | Public Institutions | | | Private Institutions | | |
|---|---|---|---|---|---|---|---|---|---|
| | Men | Women | Total | Men | Women | Total | Men | Women | Total |
| New Mexico | 64.1% | 38.6% | 58.5% | 64.8% | 38.4% | 59.5% | 52.6% | 39.7% | 47.1% |
| New York | 67.6 | 43.2 | 61.9 | 75.1 | 51.4 | 70.0 | 62.9 | 38.9 | 57.0 |
| North Carolina | 53.7 | 32.1 | 47.0 | 54.9 | 31.3 | 47.8 | 50.0 | 34.2 | 44.8 |
| North Dakota | 57.2 | 32.8 | 51.1 | 60.7 | 39.0 | 55.7 | -- | -- | -- |
| Ohio | 59.2 | 40.3 | 54.9 | 55.9 | 39.6 | 52.1 | 66.3 | 42.0 | 61.0 |
| Oklahoma | 53.1 | 35.6 | 48.3 | 55.0 | 38.4 | 50.3 | 47.0 | 25.7 | 41.4 |
| Oregon | 68.7 | 51.1 | 64.7 | 71.0 | 54.0 | 67.1 | 55.7 | 31.2 | 50.8 |
| Pennsylvania | 69.5 | 50.6 | 65.3 | 73.9 | 62.5 | 71.2 | 65.3 | 37.0 | 59.4 |
| Rhode Island | 62.5 | 38.4 | 57.1 | 71.9 | 51.0 | 65.9 | 54.8 | 16.5 | 48.7 |
| South Carolina | 44.2 | 22.0 | 37.8 | 42.6 | 18.8 | 35.9 | 49.8 | 32.6 | 44.7 |
| South Dakota | 64.5 | 39.7 | 58.8 | 66.8 | 47.7 | 63.0 | 57.4 | 26.8 | 47.7 |
| Tennessee | 62.7 | 41.2 | 57.2 | 62.7 | 43.2 | 57.7 | 62.6 | 35.7 | 56.0 |
| Texas | 55.5 | 33.7 | 49.4 | 55.7 | 33.5 | 49.4 | 54.4 | 34.6 | 49.0 |
| Utah | 69.2 | 35.6 | 63.2 | 69.6 | 35.8 | 63.7 | 54.3 | 31.8 | 45.6 |
| Vermont | 54.3 | 26.5 | 47.4 | 63.1 | 35.7 | 56.1 | 42.1 | 12.0 | 35.2 |
| Virginia | 53.6 | 37.2 | 49.5 | 52.9 | 36.0 | 48.9 | 55.9 | 39.8 | 51.2 |
| Washington | 76.1 | 57.2 | 71.7 | 79.0 | 61.3 | 74.9 | 60.0 | 37.2 | 54.0 |
| West Virginia | 60.0 | 42.5 | 54.7 | 61.8 | 44.0 | 56.6 | 51.4 | 36.7 | 46.5 |
| Wisconsin | 65.2 | 40.2 | 59.4 | 65.8 | 42.4 | 60.5 | 61.6 | 27.8 | 53.5 |
| Wyoming | 64.1 | 45.8 | 60.5 | 64.1 | 45.8 | 60.5 | -- | -- | -- |
| U.S. service schools | 72.0 | -- | 70.3 | 72.0 | -- | 70.3 | -- | -- | -- |
| Outlying areas | 56.8 | 56.9 | 56.9 | 63.5 | 62.7 | 63.1 | 21.3 | 26.0 | 23.5 |
| Total | 60.6% | 42.5% | 56.0% | 61.5% | 45.2% | 57.3% | 58.2% | 34.6% | 52.4% |

NOTE: Data for Alaska not reported.

SOURCE: National Center for Education Statistics

-- Taken from "Fact-File: Professors with Tenure," Chronicle of Higher Education, May 8, 1978.

Position of Racial Minorities:

College Faculty:

In 1969, whites made up 96.3% of all 4-year and 2-year college faculties. Blacks were 2.2%, and other minorities, 1.6%.

Source: Statistical Abstract of the U.S., 1972

In New York state, of 9,400 faculty members at the State University of New York, only 32 were Puerto Ricans, and of 3,056 in the school's administration, only a handful were Puerto Ricans.

Source: N. Y. Times, February 15, 1972

In the Southwest, there are 20 white students to every white faculty member. For Mexican Americans, the student-to-faculty ratio is 100 to one. There would have to be 6,000 more Chicano/Chicana faculty members hired to attain the same ratio enjoyed by whites.

Source: N. Y. Times, September 24, 1972

In New York City, at Bronx Community College, 8-1/2 percent of the instructional personnel are minorities, while 61% of the custodians are minorities. At Brooklyn College, 7% of the instructional staff are minorities, while 63% of the custodians are minorities.

Source: N. Y. Amsterdam News, March 25, 1972

-- Above four items taken from "Education: White Control" (n.d.).

Blacks:

Both Black women and Black men still have considerably lower median levels of education than white females or white males:

Table 21: Increase in Median Level of Education for persons over 14 years old

| | white male | black male | white female | black female |
|---|---|---|---|---|
| 1972 | 12.4 yrs. | 10.9 | 12.3 | 11.1 |
| 1966 | 12.0 | 9.4 | 12.2 | 10.1 |
| Increase | .4 | 1.5 | .1 | 1.0 |

-- Taken from Minority Women and Higher Education #1, 1974, p. 2.

More Black men than Black women are now in college:

1973 Ages 18-24:

| Black M. | Black W. | White M. | White W. |
|---|---|---|---|
| 19% | 14% | 29% | 21% |

Total Blacks in college: 16% of all Blacks 18-24 years

Total whites in college: 25% of all whites 18-24 years

-- Taken from Minority Women and Higher Education #1, 1974, p. 2.

Educational Aspirations:

About the same percentage of Black females and Black males aspire to advanced degrees, but Black females are over twice as likely to aspire to the Ph.D. than white females. Just as white women have lower aspirations than white men, Black women are more likely to aspire to lower degrees than Black men.

-- Taken from Minority Women and Higher Education #1, 1974, p. 3.

Spanish-Speaking:

The Spanish speaking population in this country is younger than the population as a whole. The median age of Spanish speaking persons in the United States is 20.1 years, compared to 28.1 years for all persons.

Very few Spanish speaking women are highly educated. As of March 1974, the median number of years of education for all Spanish speaking women (14 years old or over) was only 9.7. While this is not much less than the median level of education for men of Spanish origin (10.0 years), it is far below the median level of white men and women (12.3 years each).

A number of women of Spanish origin have some experience in higher education, even though they do not complete four years of college. Of Spanish speaking women (14 years old and over) 5.9 have had from one to three years of college. In all, only 2.7 percent of Spanish speaking women (14 years old and over) had completed four years of college in 1973. In contrast, 3.3 percent of Black females, 6.1 percent of white females, and 7.7 percent of white males had completed four years of college.

-- Taken from Minority Women and Higher Education #2, 1975, pp. 1-2.

## Native American and Asian-American:

The Project on the Status and Education of Women, which collected the data on Blacks and on Spanish speaking people (above), is also planning to do information sheets on Native Americans and Asian-Americans.

## Minority Students:

### Minority Women Vary in Educational Attainment

Minority women are not a monolithic group in academe or elsewhere, and a report issued in January 1977 by the American Council on Education (ACE) illustrates some of the differences among minority women in higher education. ACE's Higher Education Panel Report No. 24, *Bachelor's Degrees Awarded to Minority Students, 1973-74*, reports that:

- among all minority bachelor degree recipients, 53% were women and 47% were men;
- the lowest proportion of women recipients was among American Indians, where they were 37%, and the highest proportion was among Black Americans, where they were 57%;
- the proportion of women among Asian American and Spanish American recipients paralleled the national figure for all students, 45%.

. The report also notes that minority women, like white women, were less likely to receive degrees from universities, especially private universities.

Further evidence of the differences (and similarities) among minority women is provided by enrollment data from the Office for Civil Rights (OCR). OCR reports that in 1974, of the total number of minority students in undergraduate schools, 586,160 were female and 596,365 were male. [NOTE: The discrepancy between this enrollment figure and the degree recipient figure above is apparently due to the lower dropout rate of females.] In graduate schools, minority females and males were almost evenly divided at just over 49,000 each. At the graduate level, black females outnumbered black males by 38,926 to 28,107. However, males of other minority groups (American Indian, Asian American and Spanish Americans) outnumbered females of the same minority by almost two to one. Finally, in the professional schools, *all* male minorities outnumbered female minorities *more than three to one*.

Single copies of the ACE report can be obtained from Higher Education Panel, American Council on Education, One Dupont Circle, Washington, DC 20036. For further information on the enrollment of minorities, contact Mary Lou Watkins, Office of Public Information, Office for Civil Rights, Department of Health, Education and Welfare, Washington, DC 20201.

-- Taken from "Minority Women," *On Campus with Women*, October 1977, p. 7.

Percentage of Women Faculty By Rank (1974, 1975):

The percentage of women on faculties, at all levels, at all kinds of institutions, has crept upward at a painfully slow rate over the last couple of years. In 1974 women were 23.8% of full-time faculty, according to government figures; AAUP figures were slightly lower. The latest HEW statistics estimate women at slightly 25% of the 1976-77 faculty.

Following are the 1974 and 1976 figures:

Percentage of Women Among Full-Time Faculty

| Academic Rank | 1974-75 | 1975-76 |
|---|---|---|
| All ranks combined | 23.8 | 24.3 |
| Professor | 9.8 | 9.6 |
| Associate Professor | 16.8 | 17.1 |
| Assistant Professor | 27.2 | 28.8 |
| Instructor | 40.4 | 40.6 |
| Lecturer | 39.6 | 41.4 |
| Undesignated Rank | 33.2 | 33.2 |

-- Taken from "Facts about Women in Higher Education," 1978, p. 28.

Salaries of Faculty by Sex (1976):

Five years ago Astin and Bayer reported that women full professors made an average of $1,700 less than their male counterparts. That gap has widened to $2,316 according to 1976-77 salary figures from HEW.

Mean Salaries of Full-Time Faculty 1976-77

| Rank | Men | Women | Gap |
|---|---|---|---|
| All Ranks | $18,269 | $15,039 | $3,230 |
| Professor | 23,828 | 21,512 | 2,316 |
| Associate Professor | 18,003 | 17,211 | 792 |
| Assistant Professor | 14,815 | 14,134 | 681 |
| Instructor | 12,234 | 11,501 | 733 |
| Lecturer | 13,245 | 11,838 | 1,407 |
| Undesignated Rank | 17,211 | 15,403 | 1,808 |

In general, women are getting raises at the same rate as men (about 5% for 1976-77), but salary inequity still prevails because of the gap which existed in the first place.

-- Taken from "Facts about Women in Higher Education," 1978, p. 29.

Women in Administration by Race (1977):

Two new surveys of women in administration show that not only have women failed to achieve equality, but their status has not improved at all in the last four years. The surveys, based on data as current as 1977, show:

- That women are paid about four-fifths as much as men with the same job titles at the same type of institution;
- That of the key administrative positions at all institutions surveyed, 79% were held by white men. White women held 14%, minority men 5%, and minority women 2%;
- That the only administrative job in which both females and males, whites and minority group members, had a balanced representation was that of "affirmative action officer";
- That among affirmative action officers, men are paid more than women.

Only about 1% of all the presidents of public four-year colleges and public and private universities are women. None of the 65 presidents of private universities is a woman. Of the women who are college presidents, the vast majority head either Roman Catholic or women's colleges.

-- Taken from "Facts about Women in Higher Education," 1978, p. 29.

Percent of Doctorates Received by Women (1900-1973):

THE WOMEN PICTURE

Percentage of Doctorates Received by Women--
Selected Years--1900 to 1973

| Year | % | Year | % |
|---|---|---|---|
| 1900 | 5.8 | 1950 | 5.7 |
| 1910 | 9.9 | 1960 | 10.5 |
| 1920 | 15.1 | 1970 | 13.3 |
| 1930 | 15.1 | 1973 | 18.0* |
| 1940 | 13.0 | | |

Source: Data for 1900-1970 from American Council on Education (1973, p. 1771).

*This figure is also from the National Research Council/National Academy of Sciences, *Doctoral Recipients in United States Universities, 1974.*

-- Taken from Comment, April 1977.

Doctorates Awarded by Field, Sex, and Ethnic Group (1973-1976):

Table 22: Number of Doctorates Awarded in the United States, 1973-76

| | White | Black | American Indian | Chicano | Puerto Rican | Asian | Other & Unknown | Total |
|---|---|---|---|---|---|---|---|---|
| **MEN** | | | | | | | | |
| Mathematics | 2,562 | 31 | 14 | 14 | 5 | 20 | 300 | 2,946 |
| Physics and astronomy | 3,166 | 20 | 11 | 11 | 4 | 18 | 400 | 3,630 |
| Chemistry | 4,227 | 75 | 10 | 21 | 4 | 32 | 432 | 4,801 |
| Earth sciences | 1,679 | 4 | 10 | 4 | 6 | 11 | 183 | 1,897 |
| Engineering | 5,663 | 52 | 23 | 16 | 17 | 46 | 615 | 6,432 |
| Biosciences | 10,217 | 153 | 54 | 63 | 20 | 116 | 1,113 | 11,736 |
| Psychology | 5,795 | 146 | 36 | 39 | 21 | 28 | 586 | 6,651 |
| Social sciences | 7,425 | 187 | 37 | 53 | 12 | 37 | 913 | 8,664 |
| Arts and humanities | 10,141 | 191 | 62 | 77 | 23 | 27 | 1,239 | 11,760 |
| Professional fields | 3,332 | 78 | 13 | 14 | 8 | 10 | 354 | 3,809 |
| Education | 15,438 | 1,315 | 134 | 201 | 35 | 54 | 1,733 | 18,910 |
| Other | 55 | 1 | -- | 1 | -- | 1 | 8 | 66 |
| Unknown | 8 | -- | -- | -- | -- | -- | 6 | 14 |
| Total | 69,708 | 2,253 | 404 | 514 | 155 | 400 | 7,882 | 81,316 |
| **WOMEN** | | | | | | | | |
| Mathematics | 299 | 5 | -- | 1 | -- | 4 | 19 | 328 |
| Physics and astronomy | 113 | 3 | 1 | -- | -- | 2 | 11 | 130 |
| Chemistry | 426 | 6 | 2 | -- | 1 | 8 | 29 | 472 |
| Earth sciences | 121 | 3 | 1 | -- | -- | -- | 12 | 137 |
| Engineering | 86 | -- | -- | -- | -- | -- | 2 | 88 |
| Biosciences | 2,470 | 71 | 12 | 7 | 4 | 29 | 211 | 2,804 |
| Psychology | 2,594 | 86 | 11 | 6 | 7 | 19 | 225 | 2,948 |
| Social sciences | 1,978 | 68 | 11 | 8 | 9 | 6 | 154 | 2,234 |
| Arts and humanities | 4,543 | 107 | 28 | 33 | 10 | 31 | 446 | 5,198 |
| Professional fields | 633 | 53 | 5 | 6 | 2 | 5 | 62 | 766 |
| Education | 6,196 | 775 | 42 | 49 | 30 | 39 | 588 | 7,719 |
| Other | 20 | -- | -- | -- | -- | -- | -- | 20 |
| Unknown | 3 | -- | -- | -- | -- | -- | -- | 3 |
| Total | 19,482 | 1,177 | 113 | 110 | 63 | 143 | 1,759 | 22,847 |

NOTE: Figures include native-born U.S. citizens only.

SOURCE: Survey of Earned Doctorates, National Research Council

-- Taken from "Fact-File," Chronicle of Higher Education, 1978, p. 18.

Women Students--Enrollment Increases (1977):

> The latest Census Bureau report on college enrollment reveals that a majority of young college students are female: 52% of all students under age 22. While the number of young men under 22 has remained about the same, enrollment of women under 22 rose 35% between 1970 and 1976. In 1977, women's strong upward trend in enrollment at all ages continued, accounting for a startling 93% of the year's enrollment growth at colleges and universities. The increase in enrollment among women age 22-35 between 1970 and 1976 was 103%. Among students 35 and older, women comprise 59%, up from 52% in 1975. Older women are now the fastest growing group of postsecondary students.
>
> -- Taken from "Joe College Is Now a Woman," 1978, p. 3.

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The following Minnesota institutions and individuals have been formally or informally involved in the development of training materials and implementation of Project BORN FREE. There are many other parents, students, faculty and others who are too numerous to name, to whom we are grateful. Parentheses indicate first-year staff. Asterisks (*) indicate a contributor to development of learning strategies for the training packets.

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